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INVESTIGATING INDONESIAN EFL TEACHERS' PERCEPTIONS ON BLENDED LEARNING STRATEGY AMID POST-COVID-19 ERA

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Abstract

One of the good news of the new normal era is all humankind's sectors are opened gradually by following the restricted health protocols. Without an exception, the educational sector is also allowed by the government to open schools in the green zone. As a result, a blended learning strategy is inevitably essential to support this post-covid-19 era. Blended learning strategy is a novel pedagogical approach where the online and offline systems are combined to promote more purposeful, organized, and meaningful learning dynamics for learners. This current small-scale qualitative study aimed to investigate the specific benefits of a blended learning strategy based on Indonesian EFL teachers' perceptions. Thus, 5 open-ended written narrative inquiry questions were sent to two randomly invited Indonesian EFL teachers working in different elementary school institutions. The obtained research results unveiled that the effective utilization of blended learning strategy had successfully promoted more meaningful language learning enterprises, elevated EFL learners' learning motivation, and increased their proactive learning behaviors. However, it should also be pondered carefully that the more contextualized language learning approaches, as well as stable internet connection, are urgently needed to strengthen the effectiveness of this learning approach. Due to the obtained research results, it is reasonable to expect that Indonesian EFL experts, teachers, practitioners, and policy-makers can establish more collaborative networking to better design more qualified and meaningful blended learning activities in the future.

Keywords: blended learning strategy, EFL teachers' perceptions, post-covid-19 era

INTRODUCTION

At the beginning of Covid-19 pandemic, all humankind's indispensable sectors such as business, tourism, and education have undergone rapid and significant shifts. Particularly in education, when all onsite teaching-learning processes have been replaced by online learning. As a consequence, educators and learners cannot efficiently reap the intended learning outcomes due to the continual adherence to a stable internet connection as well as supported technological devices. Adedoyin and Soykan (2020) acknowledge that online learning is only a tentative solution to protect all educational parties from the hazardous Covid-19 pandemic since the mutual interactions between teacher and learners will never be replaced by this distant learning mode. Dealing with EFL (English as a Foreign Language) teaching-learning enterprises conducted in Indonesia, the utilization of this new learning habit has also caused some serious issues. The first impediment derived from the insufficient school infrastructure in sustaining the conduciveness of online learning. This obstacle is in agreement with the finding of Rasmitadila et al. (2020) that most Indonesian educational institutions, particularly, those which were resided in rural areas encountered acute problems in providing qualified internet connections and other supportive infrastructure for their learners. Asarta and Schmidt (2020) similarly mention that a considerable number of teachers and learners do not possess adequate gadgets or other kinds of electronic devices to promote more meaningful second language learning processes in their classroom vicinities.

Fortunately, those above-mentioned situations are not persisting in a long term-manner since the government has gradually unearthed the finest solutions to produce better teaching-learning dynamics for both teachers and learners. Amid the current year, the government has already allowed some schools to settle in green zones to run blended learning activities in which half of the learners can study directly at schools by following the restricted health protocols and doing social distancing while the remaining of the students study from home. It is strongly believed that the implementation of this novel teaching approach can potentially create more transformative, enjoyable, and effective teaching-learning activities. This positive educational outcome will be reaped since both teachers and learners will endure more meaning-making classroom interactions as well as intensive knowledge exposure in the light of sophisticated technological supports. This conception is well-reflected by the theory of blended learning proposed by Kintu et al. (2017) asserting that with the integration of blended learning, EFL teachers and learners will undergo more holistic teaching-learning experiences under the supervision of varied technological applications. Dziuban et al., (2018) also believe that through the incorporation of a blended learning strategy, teachers, as well as learners, will fully experience more pleasurable learning dynamics in which the technological supervisions can simultaneously make them more knowledgeable. Another advantageous benefit that can be probably reaped by EFL learners while being exposed to a blended learning approach is they will be more capable of gaining a more profound awareness of the renewable learning surroundings encouraging them to be more prudent as well as proactive academicians. This contention is closely interlinked with the blended learning theory adduced by Ma'rufa and Mustofa (2021) arguing that in the light of blended learning activities, EFL learners will potentially transfigure into more active and sensible knowledge seekers due to the dynamic nature of this learning method. In a similar vein, Arifani et al., (2019) discovered that most teachers and learners were more prone to be involved in blended learning activities instead of fully online or offline learning since they believed that more efficient teaching-learning dynamics would enable them to thoroughly receive the learning outcomes.

Another logical reason why blended learning is worthwhile to be put forth in our EFL learning contexts is that learners' autonomous, motivation, and life-long learning characteristics are significantly fostered due to the worldwide learning skills that should be mastered as well as applied by them in proper learning vicinities. In other words, it can also be stated that EFL learners have a higher degree of tendency to transfigure into more strategic academicians capable of flexibly adapting and adopting various effective learning strategies under the guidance of technological assistance. Chang-Tik (2018) theorizes that when implemented appropriately, blended learning will breed more judicious, resourceful, and self-reliant academicians who can actualize the acquired competencies relevant to accomplish various everyday life issues. Furthermore, a blended learning approach can favorably broaden learners' existing understanding of the subject-specific matters due to the expansive exposure of information forming in their technological devices and improve their learning performances to the utmost levels. These aforementioned advantages are resonated well with the theory of blended learning asserted by Boelens et al., (2017) stating that EFL learners will become more knowledgeable, and progressively elevate their existent learning performances into more advanced development in the presence of blended learning activities due to the flexible nature requiring them to constantly become more broad-minded academicians. Under the guidance of a blended learning strategy, EFL learners can also transform into more resilient and persistent knowledge seekers since they are willing to proactively participate in this new learning model without any kinds of coercion or restricted regulations forming in either online or offline learning. This argument is tightly interwoven with blended learning theory invented by Islam et al., (2018) declaring that blended learning strategy has successfully promoted a higher level of authentic and enjoyable language learning experiences where all learners are strongly committed to exploring a wide array of useful information in the knowledge enrichment processes. Conversely, the effectiveness and meaningfulness of blended learning strategy are not without the taxing challenges. The in-depth utilization of this modern teaching approach requires a higher level of internet cost, relevant educational policies, and intensive professional development training. In other words, educational stakeholders have to ascertain that the applicability of this learning approach is already well-served for teachers and learners in all classroom environments to bring about more favorable teaching-learning experiences where they can thrive better. Tamim (2018) believes that when all educational parties have been well-equipped in terms of the concept, nature, and internalization of the blended learning approach, more fruitful educational values will be entirely experienced by school institutions. Concerning all these frameworks, language teachers are strongly advocated to rejuvenate their ongoing knowledge of technological advancement, teaching pedagogy, and classroom management continuously to enable them to become a good example for their learners to always become life-long knowledge seekers. This suggestive advice is in harmony with the essential blended learning theory put forward by Moskal et al., (2013) stating that language teachers are required to become more up-to-date toward the relevant technological, pedagogical, and classroom management development before conducting blended learning processes in their particular teaching-learning circumstances to progressively strengthen learners' learning achievements, performances, and positive behaviors.

Five previous studies explored the importance of blended learning strategy integration in Indonesian EFL learning contexts. The first study, held by Arifani et al., (2019), revealed that a great number of university EFL learners supported the further incorporation of blended learning activities since their independent and persistent learning characters have been increased significantly. In another identical investigation, Ciptaningrum (2019) highly recommended Indone-

sian EFL teachers to apply blended learning activities in their specific fields to promote more laudable collaborative networking, life-long learning characters, and creativity among learners. Farani (2019) unveiled that a considerable number of university EFL learners are extremely satisfied with the integration of the blended learning approach in their two core subjects; reading and writing due to the constructive learning enterprises prompting them to keep on going to fully obtain the targeted learning objectives. Furthermore, Nasution et al., (2021) mentioned 4 effective strategies that need to be implemented by EFL teachers to actualize more effective blended learning activities namely becoming more flexible target language facilitators, arousing learners' learning interest to the fullest levels, sustainably creating positive learning atmosphere for learners, and prompting learners to become more proactive learning participants. In the last study, Sari and Wahyudin (2019) found out that the majority of Indonesian university EFL learners had terrifically fostered their target language competencies, achievements, and motivation after being exposed to blended learning environments due to the enjoyable, interactive, collaborative, and independent teaching-learning experiences where all learners can expand other learning companions' understanding through mutual sharing. The above-stated research results clearly emphasized that it is of critical importance to release a blended learning approach in Indonesian EFL teaching-learning contexts to promote more relaxing, positive, and engaging second language acquisition for diverse learners. Meanwhile, these previous studies have not yet touched upon Indonesian EFL teachers' perceptions concerning the profound utilities of this student-centered learning strategy, especially in this post-covid-19 era. Thus, the researcher was motivated to conduct this small-scale qualitative study to exhaustively investigate other potential advantageous as well as applicable values promoted by the blended learning approach in varied EFL teaching-learning enterprises. The research felt certain that the potential results of this present study will release diverse fields of beneficial knowledge for ELT experts, practitioners, and policy-makers in this nation to better maximize the further integration of blended learning approach in the upcoming teaching-learning events resulted in the progressive enhancement of EFL learners' learning achievements, satisfaction, and endeavor. Corresponding with this aim, this study was guided with this particular research problem, what are the Indonesian EFL teachers' perceptions regarding the integration of blended learning strategy amid post-covid-19 era.

METHODS
Research design
This recent qualitative study was run under the guidance of narrative inquiry to obtain more reliable and trustworthy data from the real-life occurrences shared by research participants. Clandinin and Caine (2013) confess that the major benefit of conducting narrative inquiry is to enable researchers to gain more robust data from the stories disseminated by research participants. To fulfill this research objective, 5 (five) open-ended written narrative inquiry questions were administered to 2 (two) Indonesian EFL teachers experiencing blended learning processes during this post-Covid-19 era. This set of narrative inquiries heed more profound attention of exploring Indonesian EFL teachers' perceptions on blended learning strategy amid the post-Covid-19 era to shed more enlightenment for Indonesian EFL experts, educators, practitioners, and policy-makers regarding the applicability of more effective strategies in utilizing this modern teaching-learning approach in the future events. For the data analysis processes, the research planned to use open coding to specifically cluster the indispensable findings into some specific themes. After categorizing these relevant data into particular categorizations, the researcher aimed to explicate each data argumentatively in the accompaniment of related

previous research findings and theoretical frameworks to yield more robust data depictions comprehensible by ELT parties.

Participants

The researcher involved 2 Indonesian EFL teachers working in different school institutions as the research participants in this current small-scale qualitative study. The first teacher is currently working at Nido Montessori Elementary School, Yogyakarta City. She has been involved in this new learning mode since last September. Previously, this teacher has also experienced a vast range of second language teaching experiences in distinctive private and public school institutions. The second participant is a senior EFL teacher working at Cita Hati Elementary School, Samarinda City for 3 years. Her teaching experience is also rich since she has dealt with many kinds of learners possessing a wide array of ethnicities, tribes, and socio-cultural backgrounds. She engaged with blended learning since in the beginning of October while the governor had already allowed this International School to start combining the online and offline learning approaches by following the required health protocols.

Ethical considerations

To maintain the confidentiality and privacy of each research participant, the researcher planned to use initial names like teacher 1 and teacher 2 while giving some argumentations, explanations, and depictions in the next section. By considering this matter, more authentic data collections would potentially be obtained since the research participants felt secure and become more versatile while revealing some truth concerning the effectiveness of this modern student-centered learning method.

FINDINGS AND DISCUSSION

This part aimed to profoundly explain 2 major themes derived from the research participants namely (1) blended learning strategy promoted more positive second language learning atmosphere and (2) blended learning strategy improved EFL learners' language learning atmosphere.

Theme 1: Blended learning strategy promoted more positive second language learning atmosphere

According to the first teacher's premise and experiences, the utilization of a blended learning strategy is of utmost importance since the majority of EFL learners have progressively improved their learning engagement. This positive second language learning outcome obtained since the allotment of teaching-learning instructions are more effective due to the half number of learners attending online and offline classroom learning processes eventually affecting them to show more proactive learning participations. This finding is closely correlated with the previous result of Aji et al., (2020) finding out that most EFL learners have displayed more positive perceptions of the target language learning enterprises after being exposed to the blended learning approach due to the clearer pedagogical instructions addressed by their teachers. Furthermore, the first teacher simultaneously confessed that the implementation of a blended learning strategy has also promoted a higher level of second language learning satisfaction toward learners. This satisfaction comprised of the significant elevation of their target language learning skills, achievements, and positive behaviors. All these aforementioned rewarding merits took place since learners are flexibly allowed to explore a vast array of information as well as knowledge closely connected with their specific topics. Aldosemani et al., (2019) highly

recommended all ELT practitioners and educators internalize blended learning strategy in their diverse classroom learning surroundings to open a broader trajectory for learners to discover a wide array of useful knowledge independently. In another investigation, BakarNordin and Alias (2013) unveiled that a great number of university EFL learners felt content with the continual incorporation of the blended learning approach in their classrooms since they gained a more in-depth understanding of the targeted learning materials. The following interview excerpts are taken from the first teacher who also argued similarly.

> [The First Teacher: *The students can be more focus to the lesson delivered. They can engage more and understand the materials better.*]

> [The First Teacher: *Yes. Because the teachers can pay full attention to the students and observe the students in the classroom. Thus, teachers have more chances to get engaged directly with the students*.]

To a lesser extent, the positive impacts of blended learning strategy do not merely halt in the cognitive aspects of learners but also the effective sides. This contention is well evidenced by the first teacher acknowledging that blended learning had also transformed learners into more autonomous, collaborative, proactive, and emphatic academicians. These learners have demonstrated a more solid collaborative networking while they are assigned to resolve various learning problems critically. Unquestionably, all these practicing competencies will be more impactful while these learners plunge into the real working world in the future since laudable affective skills can predominantly determine individuals' life quality as well as success. Ja'ashan (2015) uncovered that a substantial number of university EFL learners having fully attained more advanced development of collaborative, critical thinking, and independent learning skills in blended learning activities were more capable of carrying out varied taxing life obstacles compared to other learning members participating in traditional learning environments. Similarly, Shivam and Singh (2015) strongly suggested worldwide EFL educators start applying a blended learning approach in their various classroom contexts to constantly provoke a higher level of learners' language learning collaborative networking might influence their independent learning characters as well as critical thinking skills development. All these above-mentioned delineations are resonated well with the prior finding of Nurmasitah et al., (2019) who unfolded that a considerable number of university EFL learners have gradually engendered intensive language learning initiatives, established a higher degree of collaborative networking with other learning community members, and experienced more enjoyable language learning dynamics after being immersed into blended learning activities. The first teacher's interview excerpt is also positively linked with these explanations.

> [The First Teacher: *They can improve their social skills such as share with others; help their friends and such things. Also, by meeting and engaging with their friends, they can develop their social skill and practicing to me more independent learners.*]

However, the maximum utilization of a blended learning strategy is not without its serious drawbacks. The first teacher also repudiated that in the light of the blended learning approach, she had to maintain more balanced attention toward learners studying from home and school. This classroom management issue should be pondered more conscientiously by our educational experts, practitioners, and policy-makers unless blended learning enterprises will potentially

hinder learners to develop their target language learning endeavor and skills to the utmost levels. These aforesaid hindrances are in conjunction with the previous finding of Ismayana et al., (2020) sensibly mentioning that the efficient implementation of blended learning approach cannot be done overnight since in-depth teaching-learning instructions have to be well-prepared by EFL teachers, intensive blended learning training should be well-armed to the teachers, and appropriate learning platforms sustaining this new learning approach should be compatible with current learners' learning needs. Wang et al., (2015) stated that it is of paramount importance for all educational institutions to prepare EFL teachers' mental, cognitive, and affective readiness before internalizing blended learning strategy to create a more robust mutual interplay between the 21st-century life and technological skills that will be armed to the learners. Furthermore, it is also worth highlighting here that the meaningful blended learning approach can also potentially be distracted with limited internet connectivity taking place in some particular school institutions in our nation. The first teacher even sanctioned that in the frequent presence of internet connection problems, the ongoing learning processes have become wasteful. As a result, the targeted learning outcomes, as well as achievements, will not be fully obtained by learners. More than that, EFL learners can also become more demotivated while continuously being hampered with these unpleasant hurdles turning them into spoon-fed academicians passively waiting for their teachers to equip them with limited knowledge or skills exposure. All these conceptions are harmonious with the prior finding of Mohsen and Shafeeq (2014) pointing out that the scarcity of stable internet connection had successfully made EFL teachers and learners feel spiritless to entrust their existing second language learning processes to blended learning strategy poorly resulted in diminished learning outcomes. Kofar (2016) believed that without the intensive and compatible blended learning professional training, EFL teachers will be seen as mediocre language learning instructors in the presence of their learners due to the time management, materials design, and internet connection deficiency. In another identical finding, Zaim and Mudra (2019) unfolded that most university EFL learners preferred to have full onsite second language learning dynamics rather than premature blended learning processes where poor internet connection, irrelevant learning activities, and solitary learning dynamics occurred recursively. These conceptions are also proved by the following first teacher's interview excerpts.

> [The First Teacher: *Perhaps, the limited devices and how to pay attention both to the students in the classroom and online.*]
> [The First Teacher: *So far, I try to provide sufficient devices to support the learning process and try to listen carefully to the students' needs both online and offline.*]

Theme 2: Blended learning strategy improved EFL learners' language learning motivation

The second EFL teacher forthrightly repudiated that the accurate implementation of the blended learning strategy had progressively improved learners' second language learning motivation. This positive target language learning benefit emerged due to the backwash of long-term online learning periods that is experienced by all learners. The second teacher sanctioned that the majority of her young learners experienced unpleasant learning events during the online learning processes where unstable internet connections frequently existed and a lack of mutual interactions that generally take place in face-to-face learning enterprises. As a result, this hybrid learning strategy can be deemed as one of the appropriate responses to overcome those

aforementioned learning obstacles in terms of maintaining EFL learners' learning focus, engaging them to be more proactive learning community members, and becoming more responsible academicians. In obedience with these tangible teaching-learning experiences, Graham et al., (2013) discovered that a great number of university EFL learners were more liable to show more proactive learning behaviors, motivated to ask questions, and responsible for handling various learning tasks after being immersed in blended learning activities. In another identical finding, Porter et al., (2014) unfolded that most EFL academicians were more willing to strengthen their target language skills continuously, be more encouraged to explore a wide variety of target language learning materials, and cooperatively participate in the ongoing teaching-learning dynamics. These above-explained conceptions were also confirmed by the interview excerpts shared by the second EFL teacher as follows.

> [The Second Teacher: *The significance of blended learning in my EFL classroom is that it becomes the essential learning activities to let students enjoy the learning process as how it used to be.*]
> [The Second Teacher: *Most students have shown signs of being bored during the online learning process. By having blended learning, it helps to boost students' motivation to learn, especially students who are having problems to focus on lessons.*]

Another indispensable value that has also been obtained after the immersion of blended learning strategy is the more mutual rapport between learning community members is well-established. Put in other words, in the presence of blended learning dynamics, learners can better socialize with their classmates, undergo more meaningful sharing with teachers, and gain a more comprehensive understanding of the specific imparted lessons. The second EFL teacher also underscored that the direct interactions, as well as intimate relationships between teacher-student and student-student, will never be replaced by online learning enterprises in which both teachers' and learners' meaningful interactions are strictly confined to the screen. Chandler et al., (2013) scientifically theorized that the blended learning approach can act as a good means to erect more holistic teaching-learning processes wherein all learners could experience a more real-time language learning atmosphere by interacting enjoyably with other learning partners and teachers. Similarly, Sakina et al., (2020) highly suggested globalized EFL teachers introducing a blended learning approach toward learners since it would not merely bring them closer to the more fruitful target language attainment but also the more significant elevation of their social skills. Luaran et al., (2015) strongly remarked that the critical importance of blended learning effectiveness is strongly embedded within its satisfying target language learning achievements, more favorable teaching-learning environments, and understandable learning materials deliverance. All these above-mentioned explanations are closely correlated with the following second teacher's excerpts.

> [The Second Teacher: *Meeting their friends and teachers face to face is surely different compared to looking them only on the screen.*]
> [The Second Teacher: *It's a great help for the students as the effect of the presence of the teachers and friends is real compared to having only online learning every day.*]

In the end, the further internalization of the blended learning strategy is not without its shortages. As mentioned by the first teacher in the previous section, unstable internet connection,

EFL teachers' anxiety, and minimum experiences in applying this novel teaching approach will become serious for every educator aiming to activate this learning mode in their multivariate classroom vicinities. Similar hurdles are also approved by the second teacher. She honestly confessed that the unstable internet connection issue did not only happen in the classroom contexts where the ongoing language learning processes proceeding but also at learners' homes. The second teacher felt apprehensive that if this problem will recur constantly again the future teaching-learning events, blended learning activities can potentially induce negative, unpleasant, and frustrating language learning enterprises for teachers as well as learners. All these argumentations are compatible with the prior research result of Setyaningsih (2020) stating that a vast variety of pedagogical approaches and high-quality internet connections are crucially needed by EFL teachers in an attempt to apply more effective blended learning activities to actualize more contextualized language learning enterprises harmonious with learners' learning objectivities and needs. Smith and Hill (2019) frankly acknowledged that there were remain some critical inquiries required to be responded to by ELT experts, educators, practitioners, and policy-makers in incorporating blended learning strategy in terms of learners' readiness, the availability of stable internet connectivity, and precise teaching-learning venture where all learners feel collectively embraced. Concerning all these points, Zainuddin and Attaran (2016) overtly repudiated that the lack of robust technological supports and insistent professional training would act as hazardous barriers for EFL teachers attempting to implement a blended learning approach in their manifold classroom contexts since learners were potentially not encouraged to explore various learning materials independently when the designated open-knowledge sharing is either inaccessible or irrelevant to their learning objectives. All these readiness are also harmonious with the following excerpts addressed by the second teacher.

> [The Second Teacher: *Although it helps to motivate the students, as for now, I haven't seen the significant signs of blended learning as elevating students' skills, confidence and academic achievements.*]
> [The Second Teacher: *Some of the obstructions are related to the technical things like each participant's internet connection which can hinder the learning and teaching process when it's down, including the teacher's. Others include things like the students' readiness and motivation to be active during the learning process.*]

CONCLUSION
Based on the obtained results, it can be inferred that the further utilization of a blended learning strategy will potentially bring about a considerable number of influential impacts toward EFL learners' second language learning motivation, competencies, and achievements. The major cause of these positive target language learning merits is the robust establishment of mutual rapports among learning community members; teachers and learners. When all learning community members have fully constructed a higher degree of learning commitment in their classroom surroundings, all the pre-determined learning objectives, as well as processes, can be embodied holistically since the direct, flexible, autonomous, and socialized nature are the essential recipes to run more contextualized blended learning enterprises. Aside from these advantageous values, there remain two specific shortcomings discovered in this small-scale qualitative study. Firstly, since this short-term investigation only relied on one particular research instrument; open-ended written narrative inquiry questions, the future researchers are encouraged to make use of a wide variety of reliable research instruments such as teacher journaling, Likert-scale questionnaire, and classroom observation sheet to produce more robust data. Secondly, further

replication of this current study can be conducted in higher school institution levels like Junior and Senior High School to contribute an additional understanding to Indonesian EFL experts, educators, practitioners, and policy-makers regarding the more sensible as well as contextualized strategies while implementing blended learning strategy in multivariate educational levels.

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IMPROVING STUDENTS' WRITING SKILL THROUGH MARKING SYSTEM FEEDBACK

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Abstract

Writing is one of the four language skills that the learners should master. The 2013 curriculum also says that composing short written texts, using coherent text structures and Linguistics elements fluently and accurately, is one of the English language competencies specified for high school level. Accordingly, this study aims to find out whether marking system feedback can improve students' writing skill. This is a two-cycle classroom action research at a public high school in Bantul, Yogyakarta. The subjects were 26 grade ten of science students. The data were collected from observation, written documents, writing scores, and questionnaire. The study results showed that by applying the marking system feedback, students' writing skills improved. The mean scores of the students' writing ability in the pre-cycle was 63.65 at the poor category, the first cycle was 73.65 at the fair category, and the second cycle was 81.35 at the good category. In addition, students tend to give positive responses to the implementation of the marking system feedback. As many as 88.46% believe that the feedback is useful in writing activities and can help them in correcting their mistakes, 73.08% admit that the technique facilitates better understanding of grammar, and 80.77% claim that this technique leads them to be more careful in their writing and motivates them to improve their composition.

INTRODUCTION

In today's era of technology and information, English has become very important as a tool for communication. English subject at the high school level aims to facilitate students' communication competence in oral and written forms to reach the level of informational literacy. The competence is manifested in four language skills which include listening, speaking, reading,

and writing. Teaching integrated four skills is recommended (Brown, 2001). It means each language skill, including writing, is given proportion in the curriculum.

The National Education System Law of the Republic of Indonesia Number 20 of 2003 states that one of the principles of education is to develop habit of reading and writing. In English language learning, writing belongs to productive skill. This means that students are required to be able to produce written texts.

Based on the Regulation of Minister Education and Culture Number 21 of 2016 concerning Content Standards, one of the English language competencies specified in high school level is composing short written texts using coherent text structures and linguistic elements fluently and accurately.

Based on the interview and researcher observation, the subjects of this study still have difficulties in writing as indicated by errors in arranging words into correct and meaningful sentences. Admittedly, one of the most difficult things is choosing the right tenses in constructing sentences. The choice of words (diction) they use is also sometimes inappropriate or not in accordance with the context. The students have many ideas to put into writing, but because of their lack of grammar skills, their messages through writing are not conveyed properly.

In addition, the teacher has not provided sufficient portions for learning to write, therefore, students only have little time to practice writing. Like Parmawati in (Yulianti, Nuraeni, Parmawati, 2019) confirms that writing skill is important but it does not get enough attention and proper time allocation in the teaching and learning process.

The students are asked to produce a text and after they finished, they immediately collected their text without going through the editing process. The teacher also does not provide feedback on the students' writing. As the result, when the learners are asked to rewrite, the quality of their writing has not increased.

From these observed problems, it is considered necessary to improve the quality of the students' writing. Expectedly, the students' writing achievement would be at good category based on the school benchmark. As Wahyuni et al. (2020) suggests that teacher should pay more attention in writing, providing good technique in the teaching learning process to improve the students' skill.

Providing feedback on the students' writing is, therefore, chosen as the focus of this study. There are some techniques of feedback that can be used in writing. In choosing the appropriate technique, some factors must be considered such as who gives the feedback, what mode is used, and whether the feedback is for the whole class or individual. Based on the source, feedback can be categorized as the one from the teacher, from peers, and from the students themselves (Nation, 2009). Feedback can be verbal or written. Oral feedback allows dialogue between students who are given feedback and teachers who provide feedback. While written feedback data is more durable and can be used to measure student progress or improvement.

Considering some factors, the feedback used in this study was in written form given by the teacher since the students' different level of ability may lead to problems when they do peer or

self-feedback. Faroha et al. (2016) research finding recommended that English teachers should give written feedback to students' writing task to enable them to improve the skill.

One of the feedback systems is proposed by Nation (2009) called *Marking System Feedback*. It is a technique that aims to help students improve the quality of their writing. It would be more useful if the teacher does not correct their mistakes but showing students where their mistakes are. To show these errors, it is necessary to have the marking system. (Nation, 2009:122)

This technique is used on the editing stage of writing. After students write a composition, feedback from the teacher is given in the form of symbols or signs. The symbol indicates the errors that the students need to correct. In a composition, similar errors are commonly found. Therefore, the tool hopefully addresses to these common errors. The following is an example of marking that can be used to provide feedback on student writing proposed by Nation.

In the margin	Their meaning	In the sentence
A	*a, the*, plural	It is <u>book</u>
P	Punctuation	This is Johns book
S	Spelling	occurrence
T	Tense	I walk
	Agreement	he go
	Verb group	can going
V	Verb needed	he happy

Figure 1. Marking Feedback by Nation (2009)

The *Marking System Feedback* offers advantages for the students to find out their shortcomings/ weaknesses in writing. This is because the teacher does not correct mistakes but showing them where their mistakes and what types of mistakes are made. This system can also facilitate good habits for the students to check their linguistic competence needed in writing. These competencies support students' ability to produce better quality of writing.

Due to findings of previous studies that demonstrate positive results of students' writing skill improvement, this technique would be implemented in the researcher's context. Therefore, this research is expected to fill the existing research gap on the marking system feedback technique. This study, therefore, attempts to determine the effectiveness of using the marking system feedback technique in improving students' writing skill. In addition, students' responses on the process of writing using this feedback would be assessed.

METHODS
Research design
This study was classroom action research. This kind of research has been proposed by several experts. Burns (1999) views some characteristics of classroom action research. It is mentioned that action research is contextual to investigate problems in certain situation. It is evaluative and reflective since it aims to make changes and improvement. The research is carried out collaboratively by colleagues, practitioners, and researchers. The change that possibly occurs are determined by the data collection.

The design used in this classroom action research refers to the Kemmis and Mc Taggart model (in Burns, 2010), namely each cycle consists of planning, action, observation, and reflection.

Planning is the initial stage of each cycle. In detail, the steps are as follows: a) identifying problems in learning. It is done through observation of learning in class, interviews with students, interviews with teachers and pre-test; b) Defining a research problem. The problems found are discussed with colleagues and then selected based on the weight of the problem and the affordability of the solution by considering the strength and weakness factors.

In the stage of doing action, the treatment that has been designed is implemented. Actions are planned for two or more cycles depending on the achievement of expected success indicators.

Observation is conducted during learning activities. At this stage the teacher/researcher observes the learning process. Each aspect is recorded on the observation sheet as the basis for follow up action.

After carrying out the action and making observations, the next step is reflection. It is carried out to assess the processes and problems during research activities. It is also done to evaluate the actions of each cycle to improve the next ones.

Participants
This research was conducted at a public senior high school in Bantul, Yogyakarta, in the first semester of the 2018/2019 academic year from August to October 2018. The subjects are 26 tenth grade students of class X MIPA consisting of 10 male students and 16 females. The researcher chose class X MIPA 1 as the research subject because most of the students' writing skill in that class has not achieved the minimum standard demanded by the curriculum.

Data collection and analysis
In collecting the data, the researcher used some techniques, i.e observation, written documentation, writing scores and questionnaire. The obtained data were then analyzed in the following way. Data from observations were analyzed through several stages starting from transcription, categorization (coding), and interpretation of data in relation to other data. The written documentation means that the students' writing product or composition. The students' pieces of work would be assessed from several aspects according to the criteria of good writing. The following table showed the writing rubric.

Table 1. Rubric Scale of Writing Achievement

No	Aspects	4=excellent	3=good	2=fair	1=poor
1	Content	Relevant to the theme with the development of ideas	Relevant to the theme, a little idea development	Relevant to the theme, without developing ideas	Doesn't fit the theme without developing ideas
2	Organization/ text structure	There are all defined structural parts	There are only 2 parts of the defined structure	There is only 1 part of the defined structure	No part of the specified structure

No	Aspects	4=excellent	3=good	2=fair	1=poor
3	Grammar	There is not any significant error, the meaning and content of the text can be understood clearly	There are several error however do not affect the meaning	Often found error, however the meaning is still understandable	Many errors so the meaning is difficult to understand
4	Vocabulary	Quite varied, the choice of words is right	Slightly varied, the choice of words is right	No variation, the choice of words is right	No variation, the choice of words is not right
5	Spelling and punctuation	No spelling and punctuation errors	Slight spelling and punctuation errors	Often found spelling and punctuation errors	Lots of spelling and punctuation errors

Data from the students' writing score which were in the form of numerical assessment results were analyzed to determine the category of their achievement. The category was based on the school benchmark. There were four categories as shown below.

Table 2. Category of Scores

Score	Category
89-100	Excellent
77-88	Good
65-76	Fair
<65	Poor

The researcher gave questionnaire to students regarding their opinions and responses to the writing learning process using the *marking system feedback* technique. Based on the results of the questionnaire, it can be seen whether the students gave positive or negative responses.

FINDINGS AND DISCUSSION
FINDINGS
Pre-cycle
Based on the results of the pre-test, the mean score of the students' writing skill was 63,65 which belongs to poor category. It was found that there were various problems related to writing skills faced by the students. They include: 1) the development of ideas that have not been maximized, 2) writing that is less organized, 3) the arrangement of sentences is not right, 4) the vocabulary used is little or not varied, 5) wrong spelling, and 6) use of inappropriate punctuation.

To overcome these problems, the researcher applied the marking system feedback technique in writing learning activities. As has been elaborated earlier, the system is a technique that aims to help students improve the quality of their writing. It is used when students edit or revise as one of the processes in writing. According to Harmer (2007) there are four stages in the process of writing namely, pre-editing phase, and editing, re-drafting, and final version of the work. While Graves in Johnson (2008) divides the writing process into five steps: prewriting, drafting, revis-

ing, editing, and publishing. Zemach and Rumisek (2005) mentions that the process of writing includes the steps of prewriting, drafting, reviewing, and revising, and rewriting.

By implementing the marking system feedback, it is hoped that there would be improvement on the students' writing skill. The indicator of the success of the implementation is when the mean score of the writing skill has reached 77 which is at the good category.

Cycle 1
Planning
In this stage, the researcher and collaborator discussed the preparation before doing the teaching and learning process that focused on improving the students' writing by implementing the marking system feedback. Three points were agreed. They were choosing the material or basic competence to be taught, designing the lesson plan, and providing observation sheets to write field notes or any important things occurred during the learning process.

Action
The implementation of this stage on the first cycle consisted of two meetings of 90 minutes for each meeting. The first meeting was held on 7 August 2018 and the second one on 14 August 2018. The material was about the personal information as stated in the basic competence of the senior high school syllabus.

At the first meeting, after the teacher opened the lesson and made sure of the students' learning readiness, the teacher led the students to the material to be studied by asking questions such as "Have you ever met new people from other countries? How do you introduce yourself to a foreigner?". After the students responded to these questions, the teacher introduced the material that would be studied. It was about the personal information or identity. The learning objective was that the students were able to make oral and written texts related to the material.

Then, students were asked to watch a video of personal information conversation. After that, the students and the teacher discussed the information contained in the video. The teacher explained several things to be paid attention when giving personal information such as how to use simple present tense sentences, use pronouns, use verbs, and related vocabulary.

After the students got an explanation, they began to practice applying the concepts contained in describing identity such as the use of simple present tense, pronouns, and appropriate vocabulary. They were asked to complete a form related to their identity. In this activity, the students were given the freedom to determine identity information according to their creativity. Then, they had questions and answers/interviews based on the information they have filled in the form provided. They then wrote down the results of the interviews in the form of paragraphs/written texts.

At the end of the lesson, the teacher asked the students to collect their drafts of writing. At the next meeting the students would receive their writings back for revision based on the teacher feedback.

In the second meeting of the first cycle, the teacher distributed student writing drafts that were collected at the previous meeting. The focus of this activity was editing or revising of students' writing.

Before they did it, the teacher informed several things that they had to pay attention to when editing. The teacher gave an explanation regarding the feedback that had been given to their writing. The teacher pointed out some mistakes in their writing, such as sentences that lack of verbs, inappropriate use of tenses, incorrect pronouns, and incorrect spelling and punctuation. This activity took approximately 20 minutes. After that, the students started the main activity, namely revising their writing. In this activity, students made corrections to the mistakes they make and correct them. During the revision process, students sometimes walked in class to ask questions or compare with their friends' writings. There were also those who came to the teacher to ask some words in English. Some students discussed with their friends. During this activity the teacher observed and monitored students. The teacher also helped students if they found difficulties. This revision process lasted for 60 minutes. At the end of the lesson students handed in their writing.

Observation

During the implementation of the writing learning process in the classroom, researchers and English teachers observed and recorded things that happened in the application of the marking system feedback technique. They observed the whole process of teaching and learning activities from the beginning to the end of the lesson. The results of the observations were written on the observation sheet.

At the first and second meetings, the research teacher carried out various activities in the classroom as follows: a) The teacher explained the written and spoken text material related to the presentation of identity to students, especially with regard to social functions, text structure and linguistic features; b) The teacher introduced and explained to the students about the marking system feedback technique used in the writing process; c) After explaining and giving examples, the teacher asked students to make a written text related material; d) The teacher asked students to collect their drafts of writing; e) The teacher distributed the students' writing to be corrected based on the feedback; f) The teacher asked students to rewrite their drafts based on the revisions made; g) The teacher monitored students during revising activities and sometimes helped students who got difficulties.

Meanwhile, the activities carried out by students during the writing learning process were: a) Students responded to the teacher at the beginning of the lesson by answering several questions that lead to the material to be studied; b) Students listened to the teacher's explanation of written and oral text material related to personal identity; c) Students discussed the structure of the text and its linguistic features with the teacher based on the model or example of the text presented; d) Students practiced making written texts related to the personal identity; e) Students collected their composition; f) At the second meeting the students received their writing with feedback; g) Students made correction based on the feedback and finally submitted their final writing; h) During the writing process, there were some students who discussed with friends or asked the teacher related to grammar and vocabulary.

During the activities in the writing learning process, researchers and observers saw that students were willing to be actively involved in activities. This could be seen when students responded to the teacher and even dare to ask questions if they did not understand.

Reflection

Based on the writing score of the students' composition and observations during the process of implementing the actions in cycle I, it can be said that the writing skills of students increased. The mean score in the pre-cycle was 63.65 increased to 73.65. Some students still make mistakes in writing related to grammar, spelling and punctuation. For these errors, the teacher marks them by ticking, underlining, or circling them. The following is an example of students' writing.
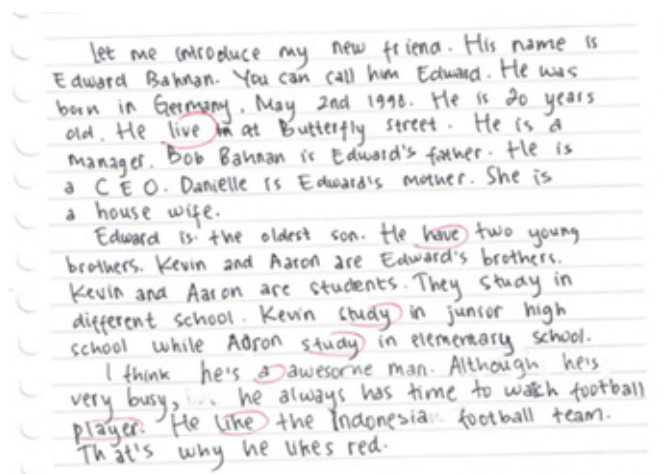
Figure 2. Example of Student's Writing in Cycle 1

There were 2 students at poor category, 6 students at good category. Most students (69.23%) scored between 66-76 meaning that their writing score was still at fair category as shown in the table.

Table 3. The Students' Writing Category of Cycle 1

Category	Frequency	Relative Frequency
Excellent	0	0 %
Good	6	23.08%
Fair	18	69.23%
Poor	2	7.69%

The results of the students' writing showed that the students' skills in constructing sentences were better than before. However, students still needed a lot of practice in writing because only a few students reached the target of good category. For this reason, the researcher planned to conduct the second cycle with the similar treatment to improve the students' writing skill.

Cycle 2

Planning

The plan carried out on the second cycle still focused on improving the students' writing skill using the marking system feedback. The researcher cooperated with the fellow teacher as the collaborator to choose the material to be taught, namely oral and written texts related to stating a plan or intention to do something. Then, they prepared the lesson plan and the observation. In this cycle, they also distributed a questionnaire/list of questions to find out student responses regarding the implementation of writing activities using the marking system feedback technique.

Action

This cycle consisted of two meetings which were held on October 2 and 9 2018. Activities were also carried out at the same schedule as the cycle I, namely the 3rd and 4th lesson hours every Tuesday. The material chosen is oral and written text related to the intention to do something. On the first meeting of cycle 2, after opening the lesson, the teacher led the students to the by asking questions such as "Do you like holiday? What activities do people usually do on vacation? Have you planned your next holiday?". After responding, the students listened to a conversation related to the material of intention to do something. Next, the students and the teacher discussed the information contained in the audio. The teacher explained several things related to the expression of stating the intention to do something / stating a plan, especially the use of *be going to*, *will*, and *would like to*.

Then, the students began to practice using the concepts of be going to, will, and would like to to express the intention to do something. Students did several activities to understand the concepts. They filled incomplete sentences, practiced identifying the patter, explored some vocabularies related to the intention to do something, especially vocabulary related to holidays. They were asked to find vocabulary in the form of nouns and verbs. This vocabulary would be useful when students create a text both oral and written about a holiday plan. Finally, they were asked to write a text of their plan in the next holiday. The topic of the writing was 'my dream holiday'. At the end of the class, they submitted their writing to the teacher.

The editing activity carried out in the second meeting. The teacher returned the students' writing with feedback. The students then corrected the mistakes found in their writing based on the sign or symbols given by the teacher. During the revision process, they sometimes walked in class to ask questions or compare with their friends' writing. There were also those who came to the teacher to ask some words in English. Some students discussed with their friends. During this activity the teacher observed and monitored students. At the end of the lesson students collected their final writing. Moreover, the teacher also asked students opinion related to the implementation of writing activities using the marking system feedback technique. The students filled a questionnaire online.

Observation

During the learning process on the second cycle, it was found that the students were excited in doing their activities. The teacher gave various activities that was slightly different from those in the first cycle. The students actively responded during the learning process.

The material was about expressing intention to do something, namely the use of *be going to, will*, and *would like to*. It seemed that the students enjoyed when they did chain writing in the group as one of the activities to practice applying the concept of expressing intention by using the right pattern. They were also eager to write their writing about their dream holidays. The topic of the writing made them possible to creatively gather ideas and then write them into sentences to produce a composition. They used their imagination and hoped that what they planned about their holiday would become true someday.

In the process of editing or revising activities using the marking system feedback technique, the students also seemed enthusiastic. They discussed each other and gave their opinions while editing. Students who had more skills gave explanations to other students assisting their peer to correct the writing errors or mistakes.

Reflection

The mean score of the students' writing on the second cycle rose from 73.65 to 81.35. There was an increase of 7.7 points. It means that the category changed from fair category to the good one. The following is the result of the students' writing category.

Table 4. The Students' Writing Category of Cycle 2

Category	Frequency	Relative Frequency
Excellent	2	7.69 %
Good	20	76.92%
Fair	4	15.38%
Poor	0	0%

From the table it can be inferred that 20 students were at good category. It was the highest percentage of the students' writing category. It means that the students' writing skill improved and reached the target. The mistakes made by the students in writing decreased so that they got good result. Only a few errors found in their writing composition.
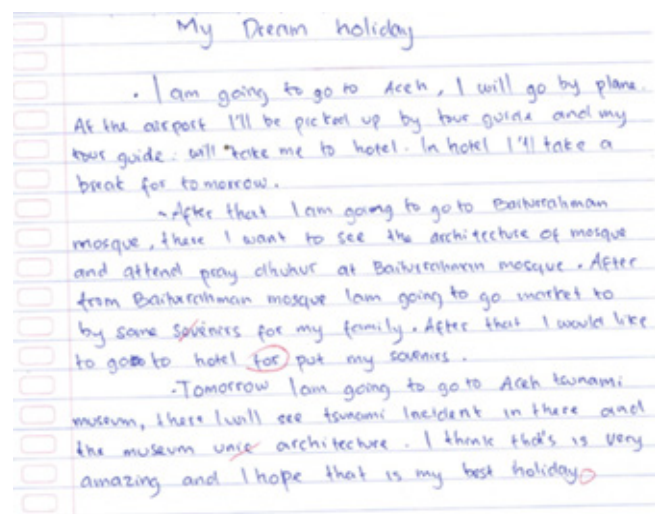
Figure 3. Example of Student's Writing in Cycle 2

At the end of the second cycle, the students were given 5 questions related to the application of the marking system feedback technique through a questionnaire, namely: 1) whether the marking system feedback technique was useful in writing activities, 2) whether the technique could help them in correcting errors in sentences, 3) whether the technique made them understand grammar better 4) whether the technique made them more careful in arranging sentences, 5) whether the technique motivated them to improve their writing ability or skills.

Based on the results of the questionnaire given to the students, it was found that 23 students or 88.46% thought that the application of the marking system feedback technique was useful in writing activities and could help them in correcting the sentence errors they made while 11.54% or 3 students admitted their doubt.

Regarding grammar understanding, a total of 19 students or 73.08% thought that the marking system feedback technique made them understand English grammar better, but 7 participants or 26.92% expressed doubt.

The questionnaire on questions number 4 and 5 obtained a result of 80.77% (21 students) stating that the marking system feedback technique made them more thorough in writing and motivated them to improve their writing abilities or skills. However, 19.23% (5 students) disagreed. From the results of the questionnaire, it can be concluded that students tend to give positive responses regarding the application of the marking system feedback technique in writing.

DISCUSSION

Based on the findings in the previous section, the mean score of the student writing skill in the pre-cycle, cycle 1, and cycle 2 that has been implemented in this action research can presented in the table below.

Table 5. Mean Score of Students' Writing

Stage	Mean score
Pre cycle	63.65
Cycle I	73.65
Cycle II	81.35

The average of students' writing skills has increased. In the Pre-cycle stage, the average score of 63.65 increased by 10 points in the first cycle to 73.65. Meanwhile, from Cycle 1 to Cycle 2 there was an increase of 7.7 points from an average of 73.65 to 81.35. The total increase in points from pre-cycle to cycle 2 is 17.7 points. This means that the category of the average which was initially included in the poor category (<65) in the pre-cycle, increased to the fair category (65-76) in the first cycle, and in the second cycle it again increased to the good category (≥77) based on the category of the school benchmark. From these results, it can be said that the application of the marking system feedback technique showed positive results.

It was obvious that students' writing skills have increased gradually. Students' writing results are assessed based on 5 aspects, namely *content, organization, grammar, vocabulary, and spelling and punctuation*. The five aspects are assessed using a grading rubric on a scale of 1-4.
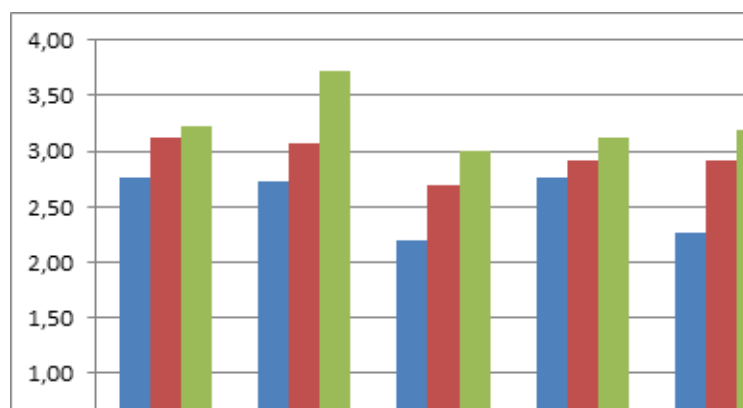
Figure 4. Students' Improvement on Writing Aspect

In addition to increasing the mean score, the application of the marking system feedback technique in writing also affects the number of the students who could be at the good category.
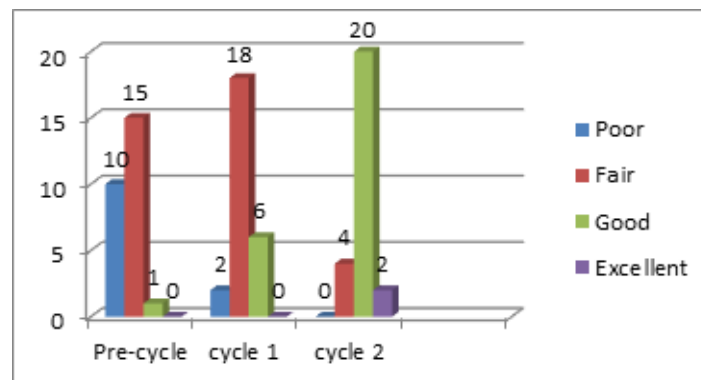
Figure 5. The Achievement of Students' Writing

On the pre-cycle, the majority of students' scores were included in the fair category (57.69%) which was in the range of scores of 65-76, the poor category with a mark of <65 was in second place with a percentage of 38.46%, the good category (3.85%) with a score of 77-88.

Then, on the first cycle the score of students increased, namely 7.69% in the poor category where only 2 students scored <65. A total of 18 students or 69.23% scored in the fair category, and 23.08% or 6 students scored in the good category. On this cycle, no one belonged to excellent category who scored >=89.

After the second cycle was carried out, the percentage of students' scores increased. There were no more students who got poor marks. A total of 15.38% are included in the category of fair, 76.92% or a number of 20 students get a good category, and a number of 2 students or 7.69% get a score in the excellent category. This means that the success indicator of 75% of students getting grades at good categories has been achieved in cycle 2.

From the table and figures presented above, it can be said that the application of the marking system feedback technique has succeeded in improving students' writing skills. The implementation of the two cycles in this research brought a better change toward the students' writing skill. It is line with the statement of Arikunto as cited in Widiastuti and Endahati (2020) saying that the purpose of classroom action research is to evaluate and change something to improve educational practice.

Based on the observation conducted during the activities on each cycle, the students felt enthusiastic when they learn materials that was related to their world. The choosing of the right topic could motivate them to produce writing work. As Fatimah and Madya (2020) viewed in the similar research, interesting or familiar topic/suitable materials can increase motivation and interest the students to write.

Furthermore, after the research was completed in two cycles, students were also asked for their responses regarding the implementation of writing activities using the marking system feedback technique by filling out the questionnaire provided. They argued that 1) the marking system feedback technique is useful in writing activities, 2) the technique can help them in

correcting errors in sentences, 3) the technique makes them better understand grammar in English, 4) the technique makes them more careful in composing sentences, and 5) the technique motivates them to improve their writing abilities or skills.

CONCLUSION

The two cycles action research on the effort to improve the students' writing skill using the *marking system feedback* technique shows positive results. The technique of marking system feedback in writing can improve students' writing ability. The students' works were scored based on the five aspects namely content, organization, grammar, vocabulary, and spelling and punctuation. The students' improvement on those writing aspect clearly shown by the mean score that rose from 63.65 at the poor category, 73.65 at the fair category, to 81.35 at the good category.

In addition, based on the results of the questionnaire, it was found that students gave positive responses to the application of these techniques in writing. students tended to think that the use of the marking system feedback technique could help them correct errors in their writing, make them more thorough in writing sentences, and could motivate them to improve their writing skills.

By referring to the results and conclusions in this study, the researcher suggests that English teachers apply the *marking system feedback* technique to improve the students' writing skills. Feedback from the teacher is very necessary for the improvement of students' writing results. The choice of the suitable materials and the various activities carried out in the teaching and learning of writing skill will interest and motivate the students to write.

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HUMAN REPRESENTATION ON ENVIRONMENTAL SPEECH IN TERMS OF TRANSITIVITY PROCESS

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Abstract

The role of activists in raising humankind's awareness regarding environmental or ecological issues has gained so much attention since they are communicated and told in many different ways. One of the ways of sharing ideas about those issues is done through speech and statements that are spoken before world leaders, politicians, or in any other occasions. This study focuses on the speech of an environmental activist, Greta Thunberg, regarding climate change. The data were examined through the transitivity analysis, i.e., the distribution of experiential meaning on the speech that was presented at the United Nations Conference of the Parties on Climate Change, 2018. The result shows: 1) the distribution of material process is the dominant one (41,8%), followed by relational process (19,4%), mental process (17,9%), verbal process (14,9%), behavioral process (3%), and existential process (3%); 2) through the process distribution, human beings seem to have their big roles in causing the climate change, but at the same time they are the ones who can prevent it. Therefore, the speech is regarded as beneficial discourse based on Stibbe's ecolinguistic standard. This type of discourse has to be promoted in order to raise ecological awareness in society.

Keywords: Ecological discourse analysis, ecolinguistics, transitivity, representation, climate change

INTRODUCTION

The growth of economy and productivity that humankind is facing nowadays makes the needs of living's standard increase drastically. In order to fulfill the needs, human beings will do anything even if they have to sacrifice the system of life and ecosystem and cause environmental and ecological issues (Trampe, 2001; Wang et al., 2019). Song & Tang (2020) state that the 21st

century is the era where the world is significantly facing ecological issues. One of these eco-logical issues is climate change. According to the Intergovernmental Panel on Climate Change (IPCC), human beings have a significant influence on the climate system, therefore they have their own way to stop and prevent climate change in order to build a well-being and sustain-able future (IPCC, 2018). Particularly, this change happens because of human beings' activities (Dryzek et al., 2012; Hulme, 2013). On the other hand, it is known that climate change is a global issue that brings worries and confusion because the effect that it carries is not merely affecting one aspect of life (Adeleke & Omoboyeje, 2016).

Moreover, this issue becomes the thing to be solved by many disciplines. As for linguists or those who are working in the language field, they can give and show contribution by analyzing any language use regarding the environmental phenomenon. Therefore, this research is called an ecolinguistics-based study, since it analyzes, exposes, and presents the analysis of environ-mental issues using linguistic frameworks. Generally speaking, many scholars and experts have worked on the representation analysis of environment, ecology, ecosystem, and other systems of life from different frameworks, such as Fernández-Vázquez & Sancho-Rodríguez (2020), Fløttum & Gjerstad (2017), Murray (2020), Nasar et al. (2020), Nerlich & Koteyko (2009), Sedlaczek (2016), Stibbe (2005, 2007), Trampe (2017), and Vavilov (2019). All these studies focused on exposing the representation of a different ecological phenomenon, such as climate change in media representation and animal representation in literary works. Besides that, the aim of these studies is to raise ecological awareness.

Furthermore, when it comes to environmental activists, some people are well aware of their existence based on the activity that these activists do and show to the public. According to Jung et al. (2020), activists' role in promoting environmental issues such as the climate change phe-nomenon is an interesting thing to comprehend because of the message that they bring through their statements or speech. One of the environmental activists that have been known globally is Greta Thunberg. She is a 17-year-old Swedish girl who devotes herself to spreading aware-ness about the climate change crisis. Thunberg has been invited to many events regarding the environmental issues where she presented her speech and statements regarding climate change before world leaders, economists, and other activists. The data of this study is the speech that Thunberg presented at the UN Conference of the Parties on Climate Change in 2018. This par-ticular speech was chosen due to its main topic that deals with ecological issues.

Compared to the study that was done by Stibbe (2007) which focused on the harmonious repre-sentations of animals, plants, and the natural world on the poems that were written by Japanese poets, this study tries to cover the representation of human on environmental speech regarding climate change using Transitivity system from the Systemic Functional Linguistics by Halliday. Generally speaking, SFL has three components or metafunctions of meaning, i.e. ideation-al meaning (experiential and logical meaning), interpersonal meaning, and textual meaning (Eggins, 2004; Halliday & Matthiessen, 2014; Thompson, 2013). However, the researchers just focused on the experiential meaning which was realized by the transitivity system (Eggins, 2004). It is known that in order to find the representation of some entities, the metafunction that is used by the scholars is experiential meaning or transitivity system. This system is defined as a system that deals with the contents of the clauses, which are expressed in language through some activities that are done, felt, said, and going on in this world (Emilia, 2014). Thompson (2013) adds that the functions of grammar are not merely seen from the verbs and the objects,

but from the whole description of the clauses. The transitivity system consists of six process-es (material, behavioral, mental, verbal, relational, and existential), their related participants, and circumstances. Halliday & Matthiessen (1999, 2014) define 'process' as the entity that is realized by the verbal group; 'participant' as that which is realized by the nominal group; and 'circumstance' as that which is realized by the adverbial group or prepositional phrase.

Halliday & Matthiessen (2014) further classify processes into six types together with their asso-ciated participants. The 'material process' is dealing with the process of happening and doing; it involves the physical actions and has two main participants, i.e., actor and goal. However, other passive participants could be affected by the actor; they are client and recipient. The sec-ond one is the 'behavioral process'. It is the process of behaving which has two participants, i.e., behaver and phenomenon. Then, the 'mental process' relates to the perception, cognition, desire, and emotion of living things. The use of this process could be realized by some words like seeing, thinking, wanting, and feeling. The participants of the mental process are senser and phenomenon. Then, the verbal process is identified by the use of verbal words, such as saying or the synonyms of it. The verbal process has three participants, i.e., sayer, verbiage, and receiver. Last but not least, the 'relational process' is the process of being which is divided into two types, namely 'attributive process' and 'identifying process'. The attributive process has two participants, they are carrier and attribute, while identifying process's participants are called as token and value.

The speech in this study was presented by one of the environmental activists, Greta Thunberg. The authors would also emphasize that the use of the terms speech and story is interchange-able in this study. According to Stibbe (2015, 2020), an ecolinguist, the data which are being analyzed under the ecolinguistic study could be regarded as 'story'. Besides that, considering the research that has been done by Gong & Liu (2018) and the ecological discourse analysis proposed by Stibbe (2015, 2020), this study asks three main questions: 1) What and how many processes and participants are being used in this story?; 2) How is each process and participant distributed in the story?; 3) How is human represented in this story based on the ecolinguistic perspective? By answering these questions, the researchers intend to raise ecological awareness which is regarded by Fairclough (1992, 2014) as critical language awareness. When focusing on this aim, the researchers may see the speech as a story that could either potentially have damaging effects or potentially produce more harmonious effects (Stibbe, 2007) to the environ-ment, ecosystem, and life in general. It is important to learn about how humankind treats the ecological problem. Thus, this becomes the reason why the researchers choose to analyze the human representation in Thunberg's speech.

METHODS
Data collection
The data of this study is taken from a speech that was presented by Greta Thunberg at the Unit-ed Nations 21st Conference of the Parties in 2018. Since the speech has been made available in the video format, the researchers first watched the video and then transcribed it. After that, it was necessary to make sure that the transcript was in sync with the video. Based on the tran-sitivity analysis, it was found that the whole speech consists of 427 words, which are divided into 67 clauses. The data were parted into clauses in order to be examined using the transitivity analysis.

Analytical framework

This is an ecolinguistic study which employs the ecological discourse analysis introduced by Arran Stibbe as one of the well-known ecolinguists. Stibbe (2015, 2020) states that those who are interested in analyzing environmental and ecological discourse could potentially analyze the data by using linguistic frameworks, such as analyzing the vocabulary, relationships between words, grammatical structures, intertextuality, and transitivity. Therefore, this study focuses on the use of Halliday's Transitivity System in Systemic Functional Linguistics (SFL) to analyze the environmental speech presented by an environmental activist, Greta Thunberg.

Therefore, based on the explanation on the introduction regarding systemic functional linguistics and ecolinguistic studies, the analysis of the speech or story of Thunberg was divided into some phases. First, the researchers looked for the six types of processes that were used. At this phase, the percentage and number of distributions of the processes were shown. After that, the result was described according to the functions of each process. Therefore, in order to see this from the ecolinguistic perspective, the comparison and the analysis of the six processes were made. In the end, the researchers made their judgment regarding the kind of discourse this story or speech belongs to, based on Stibbe's (2015, 2020) ecolinguistic standard.

FINDINGS AND DISCUSSION
The types of processes and participants in the story

The current study finds that every type of process is shown in the text of which most of the process lies on the material process, followed by relational process, mental process, verbal process, behavioral process, and existential process in that order. The distribution of each process is shown in Table 1 below.

Table 1. Distribution of Process and Its Type

Process Type	Number	Clauses	Percentage
Material process	28	8, 9, 11, 12, 15, 16, 22, 26, 29, 30, 31, 32, 34, 35 37, 40, 44, 48, 49, 50, 53, 54, 55, 56, 60, 61, 62, 64	41,8%
Behavioral process	2	58, 59	3%
Mental process	12	13, 14, 18, 27, 28, 33, 43, 45, 51, 57, 63, 65	17,9%
Verbal process	10	4, 5, 17, 19, 21, 25, 38, 39, 42, 67	14,9%
Relational process	13	1, 2, 3, 6, 7, 10, 20, 23, 24, 36, 46, 52, 66	19,4%
Existential process	2	41, 47	3%
Total	67	-	100%

Transitivity analysis of the speech has discovered a total of 67 clauses, as indicated in Table 1. The material process is the most dominant process that is found on the data, sharing 41,8% of the whole process. It is followed by the relational process which comes with a total of 19,4%, then the mental process has 17,9% distribution, and verbal process which gets 14,9% proportion. On the last part, behavioral and existential processes have the same total distribution with the 3% representation on the clauses.

Furthermore, each process has a different proportion of participants. Thus, it is important to see the distribution of the participants in each process. As mentioned in the previous paragraph, the

material process has the biggest proportion, therefore it has the most distributed participants. The detail is provided in Table 2.

Table 2. Distribution of Participants

Participant type	Number	Total (%)
Actor	22	21,8%
Goal	14	13,9%
Range	1	1%
Client	5	5%
Senser	9	8,9%
Phenomenon (M)	6	5,9%
Carrier	10	9,9%
Attribute	8	7,9%
Token	3	3%
Value	3	3%
Behaver	2	2%
Phenomenon (B)	2	2%
Sayer	9	8,9%
Receiver	3	3%
Verbiage	2	2%
Existent	2	2%
Total	101	100%

Based on the Table 2 above, the distribution of each process shows that there were 16 types of participants involved in the text with 101 participants in total. Actor participant happens to be the most seen participant with the percentage of 21,8%, and it is also the active participant of material process. Some active participants like senser (8,9%), carrier (9,9%), and sayer (8,9%), also share a high percentage. Whilst token (3%), behaver (2%), and existent (2%) come with low proportions. In other words, the proportion of the processes found on the data are influencing the distribution of participants that will show in the clauses.

The distribution of each process and participant on the story
Material process
As shown in Table 1, there are 28 clauses (41,8%) that belong to the material process. The distribution of material process in clauses is realized by the use of action words or happening and doing verbs. The material process is the predominant process in the text. This could be implied that the speech is mainly depicting physical actions. The actions that are done by the participants in this process could happen in the past, in the present, and future moment. According to this study, actors as active participants are mostly found in living things, i.e., human, although there is one non-living thing functioning as an actor. On the other hand, goals as the passive participants are dominated by non-living things. Some examples are shown below.

Example 1: a few children can get headlines all over the world just by not going to school
Example 2: you are stealing their future in front of their very eyes

Example 3: even that burden you leave to us children
Example 4: we can't solve a crisis without treating it as a crisis
Example 5: we need to keep the fossil in the ground
Example 6: we have run out of excuses
Example 7: we are running out of time
Example 8: change is coming

From the above examples, it can be seen that many material processes involve humankind as the actor (main participant) especially actor 'we' and actor 'you' which have big roles in the environmental system. The actor 'we' here could imply that Thunberg wants the people to work and take action together. Through the use of verbs can't solve, need to keep, and running out, Thunberg refers that the environmental issue, i.e., climate change has to be taken seriously (treat as a crisis). Besides that, she mentions that by keeping the fossil in the ground, it can be one of the ways to prevent climate change. Nevertheless, human beings have been running out of time and excuses in order to do the change now. On the other hand, Thunberg uses verbs like stealing and leave for the actor 'you', where she sharply refers that the audiences (politicians and world leaders) have taken something from the youth and left some burden at these young-sters' shoulders. At some points, Thunberg also uses Implicit Participant (IP) on her speech in the material process which can be seen in the example below.

Example 9: our civilization is being sacrificed for the opportunity of a very small number of people to continue making enormous amounts of money
Example 10: our biosphere is being sacrificed so that rich people in countries like mine can live in luxury

Both of the examples above show that 'our civilization' and our 'our biosphere' as the goal of some actions. However, the actor is not mentioned, which can be implied as the implicit partici-pant (by who?). This can be seen by the use of passive verbs 'is being sacrificed' which requires an actor in order to learn about who does the actions. Even if the exact actor is not explicitly mentioned, Thunberg manages to make the clauses look detailed by using circumstances, e.g., circumstances of cause-behalf (so that rich people in countries like mine can live in luxury).

The function to use the material process and its participant is to show that humankind's actions and activity have their big role in influencing the climate system. It is shown by the proportion of actor humankind as the active participant. Besides that, it was explained earlier that the ma-terial process is the process of doing and happening, it gives the audience the feeling of strength and power to believe what Thunberg stated.

Relational process
Table 1 shows that the relational process in Thunberg's environmental speech regarding climate change holds 19,4% of all the processes. The use of the process is far lower than the material process, the percentage is a little bit higher than the other process like verbal and mental pro-cesses. Through the use of relational processes, Thunberg categorizes, classifies, and defines some entities. Some examples are shown below.

Example 11: I am from Sweden
Example 12: Sweden is just a small country

Example 13: you are never too small to make difference
Example 14: you are too scared of being unpopular
Example 15: even when the only sensible thing to do is pull the emergency break
Example 16: the real power belongs to the people

From the example, it shows that Thunberg first classifies herself as someone who comes from one country, i.e., Sweden, then she categorizes that country as a small country. In the other examples, she defines that the participant 'you' has the role to make difference and make something good regardless of age. She does this to refer to the youngsters. However, the other participant 'you' in 'you are too scared of being unpopular' could be referred to the other people, which are adults or politicians who are scared of doing something that is not giving a big impression to their images. Therefore, Thunberg confidently states that people or humankind have the power, thus they are the ones who can pull the emergency break in order to stop climate change.

Relational process or process of being has its significant function on the clauses since it is the appropriate way to explain the relationship of two entities. In other words, the use of this process could help the audience to understand more about what humankind could do and could not do because they understand their role. This could be called as reasoning what is supposed to be done, such as never being scared of starting something good in order to keep the environment in good condition.

Mental process

The mental process is the third process which has a high percentage of the data. It shows in Table 1 that there are 12 mental processes that hold 17,9% in the whole system. The presence of the mental process seems to be the main way for Thunberg to show her feelings regarding what happens in this world right now. Below are some examples.

Example 17: imagine what we could do together if we really wanted to
Example 18: I don't care about being popular
Example 19: I care about climate justice and the living planet
Example 20: until you start focusing on what needs to be done rather than what is politically possible
Example 21: and we need to start focus on equity

It is shown in the examples that Thunberg uses participant senser 'I' to express her feeling. She wants the audience to learn that she cares about climate change and living things, which are the things that most people think as unpopular things to do. Thus, she also states that she does not care about being popular but pays attention to the ecological issues. However, she is not merely putting herself as the only senser because she also uses the participant senser 'we' to represent the society or to let the audience have the feeling that they are part of entities who share the same attention regarding climate change. This can be seen by the use of the mental process 'imagine' and the senser 'we, together'. In other words, senser 'I' and 'we' tend to have the same attention to the phenomenon participants, such as 'climate justice and living planet' and 'the equity'.

Verbal process

According to Table 1, the occurrence of the verbal process is 14,9% processes with a total of 10 clauses on the data. The verbal process is the process that occurs between mental and material processes ever since it involves the operations of physical actions or 'saying', 'uttering', and the synonym of it (Thompson, 2013). Thunberg mostly represents the participant of the verbal process by using the pronoun 'you' which is directly referred to the audience. Some examples are shown below.

Example 22: you only speak of green eternal economic growth because you are too scared of being unpopular
Example 23: you only talk about moving forward with the same bad ideas that got us into this mess
Example 24: maybe they will ask me about you

The examples shown above represent the distribution of participant sayer 'you' are the most used participant sayer on the verbal process. This sayer is referring to the audience of the event which is mostly world leaders and politicians. Hence, Thunberg's aim to address the audience using this participant is to let the audience know that they are the parties who can only give words not actions when it comes to climate change. Nevertheless, participant 'you' is not only used as sayer but also as a phenomenon, which shows in example 24. Sayer 'they' refers to the children and the phenomenon 'you' is for the audience.

Therefore, the use of participants in the verbal process is mostly addressed to the audience of the event, i.e., world leaders and politicians. Thus, these people who have the authority to make regulations in certain aspects such as environmental issues have not yet achieved the goal. They can only give promises without proof.

Behavioral process

From Table 1, the clauses of the behavioral process are not showing much significant proportion with the total of 2 clauses (3%). However, the participant in this process gives clearer insight into the role of humankind in the ecological issues. The only behavioral process used by Thunberg is 'ignore' which shows in two clauses.

Example 25: you have ignored us in the past and you will ignore us again

Thunberg once again uses participant 'you' to the audience in order to make it clear that these people (world leaders and politicians) are not merely promising things but also behaving like they do not care. Ever since this process is related with the mind and expression which shows on behaving, Thunberg means that these people are only focused on other things, e.g., economic growth. However, these people ignore the activists and young people who are going to be the future generation and the ones who will get the impact of this behavior.

Existential process

The proportion of existential processes as seen in Table 1 is 3% with a total of 2 clauses. This proportion is similar to the behavioral process, which indicates that the use of the existential process is insignificant on the clauses. However, this process has its role in representing the existence of some entities. An example of the existential process can be seen below.

Example 26: maybe they will ask me why you didn't do anything while there still was time to act

It is noted that the use of the existential process can be discovered by the use of the word 'there', which indicates the current existing and happening entities. In example 26, Thunberg uses the existential process to depict the existence of a time that is supposed to be taken or done by the audience, i.e., world leaders. The time has to be taken in order to avoid any regret in the future, thus she assures the audience by using this clause.

The ecolinguistic perspective about the representation
Based on the description of representation of each process above, it is clear that humankind has their role in influencing the climate system. Thunberg seems to try to tell the readers and audience that humankind is not merely the victim of some environmental issue and phenomenon, but they are the ones who did it for themselves. The domination of pronouns 'we', 'you', and 'I' as the participants in most of the processes makes it clear that human beings are the only doers of the phenomenon. As stated by Fairclough (2001), the use of pronouns is significantly important in analyzing text or discourse. Particularly, the use of first pronoun 'we' in most processes like material and mental processes will help the audience to unconsciously accept what Thunberg says or accept her viewpoint regarding climate change. In other words, it could also make the audience be on her side (Zhang, 2017), which is precisely what activists want in their campaign. Therefore, raising the ecological awareness can be done through the use of some particular verbs in the process types, for instance the ability to avoid hiding the participants involved in representing some ecological phenomena. Thus, in order to achieve her goal, she manages to represent her experiences and feelings by using the processes and providing the participants to gain support. This is in accordance with Wang et al. (2019) who state that humankind has a significant role in the system of life or ecosystem that could potentially affect the environment, positively or negatively.

Moreover, from the hierarchy of participant distribution regarding environmental discourse in terms of transitivity system analysis, Goatly (2000) states that the dominant one could come from the actor in material process, followed by the sayer in verbal process, the senser in mental process, and the affected in material process. The use of this arrangement is to see the power that each participant holds and shares in each process. In this study, it is found that the hierarchy matches the results at some point, meaning that the active participants in the material, verbal, and mental processes seem to share pretty strong power. For instance, the sayer in the verbal process has the ability to send messages and could affect the consciousness of other participants (Haig, 2012).

Furthermore, Thunberg's ability to put the future generations, i.e. youth, as the most possibly impacted party by the climate change's regulations could help her to get empathy from these young generations in particular. Stibbe (2015, 2020) states that one of the ecosophy that can be found in ecological discourse is the category of 'now and the future'. This ecosophy precisely refers to the current and future generations that will live in this same world. However, they could face different states of environmental issues. Therefore it is significantly noted by Stibbe (2015) that the possibility for future generations' well-being depends on the present. In other words, maintaining the ability to live with high wellbeing is not merely needed by the current generation. As a teenager, it is normally accepted if Thunberg mostly refers to the other teenagers as the most affected over the climate change phenomenon.

Therefore, judging this from the ecolinguistic perspective, the story presented in Thunberg's speech can be regarded as beneficial discourse. It is concluded by her way of being able to represent the participant, human beings, and ecosystem or system of life as the entities that got interference in the climate system through her speech. Thunberg successfully represents the participants that cause climate change or directly points at the referee of her speech. Additionally, she manages to do this because she is talking before the world leaders and politicians, which are the ones who can make the regulations regarding environmental issues, especially climate change.

CONCLUSION

Embarking from the finding and discussion, this study concludes that human beings have their roles in the system of life that could cause climate change as seen on the distribution of the processes and the participants. In other words, the distribution of participants in each process that was represented by Thunberg shows the significance of every occasion in preventing climate change. The participants were referred to as having different types of roles in society indicated through each process in which they were involved. The active participants in the material processes were mostly referred to as the humankind in general whose actions potentially harmed the system of life. The relational-process participants were referred to as the non-living things being defined and classified. The mental-process participants mostly represented humankind's feelings and emotions, especially the youngsters'. The participants in the verbal processes were precisely addressed to the audience, such as world leaders, politicians, and adults, who kept telling and talking about economic growth. These participants in the verbal processes were regarded by Thunberg through the behavioral processes as the parties who ignored the youngsters or activists. The presence of humankind as participants in all of the processes shows that Thunberg hopes and wants humankind to work together to prevent climate change. Fløttum (2014) states that the climate change phenomenon is not solely an issue to be faced by scientists but also an issue to be faced by every layer of societies and experts from different disciplines. Hence, since the story is regarded as beneficial discourse, it has to be promoted and spread in society in order to raise ecological awareness.

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APPENDIX
Gretta Thunberg's Speech Script
"My name is Greta Thunberg. I am 15 years old. I am from Sweden. I speak on behalf of Climate Justice Now. Many people say that Sweden is just a small country and it doesn't matter what we do. But I've learned you are never too small to make a difference. And if a few children can get headlines all over the world just by not going to school, then imagine what we could all do together if we really wanted to. But to do that, we have to speak clearly, no matter how uncomfortable that may be. You only speak of green eternal economic growth because you are too scared of being unpopular. You only talk about moving forward with the same bad ideas that got us into this mess, even when the only sensible thing to do is pull the emergency brake. You are not mature enough to tell it like is. Even that burden you leave to us children. But I don't care about being popular. I care about climate justice and the living planet. Our civilization is being sacrificed for the opportunity of a very small number of people to continue making enormous amounts of money. Our biosphere is being sacrificed so that rich people in countries like mine can live in luxury. It is the sufferings of the many which pay for the luxuries of the few. The year 2078, I will celebrate my 75th birthday. If I have children maybe they will spend that day with me. Maybe they will ask me about you. Maybe they will ask why you didn't do anything while there still was time to act. You say you love your children above all else, and yet you are

stealing their future in front of their very eyes. Until you start focusing on what needs to be done rather than what is politically possible, there is no hope. We can't solve a crisis without treating it as a crisis. We need to keep the fossil fuels in the ground, and we need to focus on equity. And if solutions within the system are so impossible to find, maybe we should change the system itself. We have not come here to beg world leaders to care. You have ignored us in the past and you will ignore us again. We have run out of excuses and we are running out of time. We have come here to let you know that change is coming, whether you like it or not. The real power belongs to the people.

Thank you".

Website/source: https://www.lifegate.com/greta-thunberg-speech-cop24

TEACHERS' STRATEGIES IN TEACHING SPEAKING AT ENGLISH COURSES AS A FOREIGN LANGUAGE IN KAMPUNG INGGRIS

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Abstract

A successful learning process is determined by teaching strategies that are used by teachers. The strategies will affect the learning output of students. Many graduated students claim that they need more experience to study English. One alternative way to improve their ability is to join an English Course in Pare East Java-"Kampung Inggris". The aim is to investigate how teaching speaking is done and what the strategies used to make and help students to speak in fun ways. The focus of this research is to expose the uniqueness of those strategies. It belongs to ethnography research using observation, interview, and documentary. The populations are from four English courses that were elected by purposive sampling. The result shows that the most often teaching speaking strategies are pronunciation class, grammar for speaking, academic speaking, impromptu and public speaking.

Keywords: Teaching strategies, teaching speaking, English course

INTRODUCTION

The English language has long been regarded as a globally active universal language (Jenkins, 2015). People who learn the English language regard it as a personal skill. As a result, many people nowadays, particularly students, should be able to communicate in English. The ability to communicate in English is a valuable asset for students. Students can enhance both their academic and personal skills by studying the language. Once the pupils understand it, they will be well-accepted by society. English is the most extensively used language in the world for communication. On the globe, it is an international language. As a result, it is critical that individuals learn it. English is a foreign language in Indonesia, in particular. It is the most well-known foreign language, and it is taught from elementary school through university. Students are required to absorb and stay up with the growth of science, technology, and art through

studying English. Nowadays, people are more aware of the importance of English. It is useful and extremely needed in social life. Many aspects such as digital information from the internet, social media, electronic books or digital news mostly exist in English (Supriyanti, 2012). This also brings them to improve their English communication skills. Other triggers, in early 2017 Indonesian government has opened three scholarships to facilitate young generation to have better education which is to increase an excellent quality of humanity resource. This event is successful to call scholarship hunters, most of them students who have graduated from senior high school to undergraduate program. Furthermore, this is also reinforced by the encouragement of parents who want their children to have a big opportunity to study abroad. Unfortunately, most of these students have some problems in English communication which is one of the requirements to submit their proposal to the scholarship. For example, LPDP requires the participant to have at least TOEFL 550 or IELTS 6.5. The students claim that they need extra time to learn English after school due to the fact that learning English at school has limited time and too many people in one class which also limits their chances to practice English.

Based on all facts above, to solve the problems, *Kampung Inggris* in Pare, Kediri, East Java is one of the solutions. The English community in Pare is a group of people who have the same ideas to learn English with specific Purposes (Nurhayati, 2013). Many of the students come to this village to improve their English skills or even to learn about some tricks to pass the scholarship tests which most of the speaking test is conducted in English. This community has been established since 1977 and lately became more familiar to all Indonesian. Surprisingly, the students also come from Malaysia, Thailand and some African countries. This place is chosen because of some reasons such as that the students believe that this place is a good community to maintain their English since one factor that supports studying English is the environment. It means that they will have many friends to practice their English with and they do not need to be worried about rejection from friends. Furthermore, mutual motivation comes from within themselves and then strengthened by people surrounding them. A good environment will help the students to maintain their motivation together with friends who also have the same aspiration. Yet, the cost of English courses in Pare are reasonable. They will have a possible plan to count the amount of living cost for several months. Last but not least, the students are allowed to choose which class that they want to join based on their purpose. There are more than 230 English courses that currently exist in *Kampung Inggris*.

Nowadays, English has become a compulsory-foreign language subject that must be learnt for Indonesian students. They have already studied English since elementary school or kindergarten if it is possible (Supriyanti, 2012). Most of them stand on the level of understanding what people are talking about and understanding what they are reading. Unfortunately, many of them are still low in communication skill. The problem could be an internal factor or external factor. Both are important to take into account. In the term of teaching strategy, it is one of the factors that will give much contribution to the learning process. Here, it is the crucial of teachers' strategies in teaching speaking. It will be the input for the students to activate their speaking skill. Considering those explanations, this research explains the teaching speaking strategies adopted by the English teachers in Pare.

The nature of speaking
People all across the world utilize language to communicate with one another in their daily activities. Writing and speaking are the two types of language that are utilized in communication.

Speaking, on the other hand, is regarded as the most significant language utilized in daily life. They communicate with one other and maintain a relationship.

Students learning a second language have a lot of difficulty speaking. For example, a lack of language and a fear of speaking up. To be proficient in speaking, individuals must have a large range of vocabulary, understand grammar, and know how to pronounce words using the phonetic transcription of the word as a trustworthy reference to how a word should be uttered and repeated. Practice is by far the most effective technique to learn and perfect a language. Speaking is a productive talent in the oral mode (Bashir et al, 2011). It, like the other talents, is more difficult than it appears at first and entails more than simply speaking words.

On the other hand, speaking has a crucial function in the overall appearance of it. There are two sorts of talking that are discourse and monologue. Monologue is held by one individual and utilized to specific feelings or appear thoughts and data for illustration in discourse, news, and telling story. Exchange is held by two individuals or more to associate with the others for case in buy and deal, educating and learning handle in lesson and etc.

Speaking is the ability to communicate effectively in a spoken language. Speaking, according to Harmer (2007), is a skill that merits equal attention to literary skills in both first and second languages. Most people consider mastering the speaking skill to be the most important component of learning a second or foreign language, and success is judged in terms of the capacity to communicate effectively. Brown (2000) claims that being able to speak a language entails being able to carry on a reasonable discourse. Furthermore, he claims that the proof of a capacity to achieve pragmatic goals through an engaged conversation with other language speakers is nearly usually the barometer of effective language acquisition. Speaking entails more than just delivering a word; it also entails conveying a meaning that may be understood by others. This case is comparable with the function of the language as the means of communication and interaction to convey massage orally. As a result, people must be aware of the proper ways to speak. Aside from grammar, people should know how to utilize words in the correct context. Speaking skill in a foreign language requires certain abilities, including correct pronunciation, word stress and intonation, and the expression of ideas systematically. In addition, a language user must be able to speak in any situations and conditions and to use effective communication strategies. For English verbal learners, the right method is the method emphasizing on verbal communication as a medium in language acquisition, a practice of memorizing and habit formation (Howatt, 2006). The more someone practices speaking, the more fluent his/her speaking competence will be. The learning process like this uses a communicative approach which means that learning activity offers chances to the learner to use English freely regardless of the grammar.

Good speakers should speak fluently and accurately. It means they are able to speak without too much hesitation or are smooth and understandable which is correct in choice of words, grammar, and pronunciation. To help students to become good speakers in learning foreign languages, the teaching strategy that is used by the teacher will have a big influence.

Generally, the characteristics of spoken language are quite different from written language. Speaking is an audio-visual activity which needs immediate feedback from an interlocutor (Lier, 1995). People do not have specific time to consider or to plan what they want to say. The

grammar that is used in spoken language usually people only need to master universal grammar. Like what native speakers do in speaking, they do not typically use complex sentences, and they only use specific vocabulary by various pronunciations based on their geographical background (O'Maley, 1996). To understand the context of the situation while speaking, native speakers understand its meaning that is determined by manner and discourse markers (Brown & Yule, 1983). In addition, a tendency of speaking also depends on the age, gender, and dialect of the speaker.

From the aforementioned definitions, it is clear that speaking ability is inextricably linked to communication. Speaking ability may be defined as the ability to correctly utilize language to communicate meanings in order to convey or obtain knowledge and information from others in any setting.

Teaching speaking as a foreign language

Teaching speaking is a difficult task. The teacher should combine several activities into one. They must have a variety of ideas and engaging methods to teach students with a variety of characteristics. In speaking class, the teacher inadvertently teaches four skills at the same time. According to Anjaniputra (2013), many language programs and teaching methodologies place a great priority on the training of speech. In order to acquire a language, it is necessary to teach speaking skills. Students get the opportunity to apply their language skills in their daily lives by communicating. For the teacher, speaking activity serves as an assessment tool to gauge pupil progress. The teacher could, for example, perform the test by reading aloud, holding a pair dialogue, or presenting a narrative.

Hearing, speaking, reading, and writing are the four macro skills most often evaluated and targeted areas in order to properly measure how language learners improve their performance and achieve language learning goals (Khamkhien, 2010). However, speaking appears to be the most significant of the four language abilities as a productive talent. In a speaking class, the teacher should plan what activities will be held so that the class runs well and the aim is met. Speaking, according to Thornbury (2005: 10-11), involves at least three stages: conception, formulation, and articulation. During this time, the speaker is also doing self-monitoring. Because these procedures are automated to some extent, speakers develop fluency.

According to Harmer (2007), there are three main incentives for students to speak up in the classroom. To begin with, speaking activities provide a safe environment for students to practice real-life speaking. Second, speaking activities in which students try to use any or all of the languages they are familiar with give both the teacher and the student's feedback. Everyone can see how well they're doing in terms of both success and linguistic challenges. Finally, the more opportunities students have to use the numerous linguistic elements stored in their brains, the more automatic their use of these elements becomes. Teaching speaking is a crucial aspect of language learning because it allows students to use their language skills in real-life situations, and it allows teachers to assess their students' progress in three skills: reading, listening, and writing.

Teaching speaking strategies

A number of speaking teaching techniques are utilized in the classroom in a range of settings. Speaking may be taught through cooperative activities, role-playing, creative projects, and drill-

ing. Cooperative activities may help with language item negotiation (Nation & Newton, 2009). Role plays are exercises in which students act out various social settings and roles (Harmer, 2007). Tasks in the real world are comparable to those in the creative realm. Students enhance their fluency the greatest, according to Solcova (2011), when they are engaged in tasks that demand them to focus solely on creating something rather than on the language itself. Drilling is a technique for enhancing pronunciation that involves duplicating and repeating words, phrases, and even complete utterances, according to Thornbury (2005). Its goal is to persuade pupils to pay attention to new things and memorize words, phrases, or utterances.

Furthermore, when developing activities to teach speaking, there are numerous variables to consider. To begin, speaking activities must optimize language output in order to establish the best possible conditions for independent language use. Second, the activities should be carried out in scenarios in which students may show interest, comprehension, ask questions, or make comments, a process known as interactivity, and should contain a competitive aspect in which students work to achieve a shared objective (Thornbury, 2005). Finally, teachers think about what kids need, changing from a language-based emphasis on correctness to a message-based emphasis on engagement, meaning, and fluency to encourage students to use real language in meaningful situations (Brown, 2000). Furthermore, relevant settings for each activity are required to relate new information to what pupils have already learned and experienced, allowing for long-term memory retention.

A great teacher should be a wise and smart person to choose which one is the appropriate strategy to be applied in her classroom. There are a lot of approaches and methods available, this will help teachers to have a right choice to implement as well as what their students' needs and possible to do. Cooperative activities, such as role-playing, creative projects, and drilling, are some of the tactics utilized in teaching speaking (Anjaniputra, 2013). Furthermore, there are several common tactics that may be employed in young learners' classrooms, such as songs, poetry, chants, theater, tales, games, and Total Physical Response (TPR) exercises.

According to Brown (2000), there are some activities that students are expected to carry out in speaking activities.

1. Imitative
   It is a style of speech in which the speaker can simply repeat or copy a word, phrase, or even a sentence. A variety of prosodic criteria, such as intonation, rhythm, and so on, as well as lexical and grammatical criteria, might be used. It is traditionally referred to as "pronunciation."
2. Intensive
   The creation of brief lengths of spoken language meant to indicate proficiency in a limited band of grammatical, phrasal, lexical, or phonological connections is an evaluation of contexts.
3. Responsive
   It involves engagement and comprehension, but only on a very basic level, such as greetings, light talk, or brief requests or comments.
4. Interactive
   There are two types of interactions that might occur. They are transactional languages, which are used to trade particular information, and interpersonal languages, which are used to keep social connections going.

5. Extensive (monologue)
   Speeches, oral presentations, and narrative telling are all part of it. It's possible that a nonverbal reaction will be highlighted in this situation.

To enhance one's English abilities, one might employ a variety of ways. Learning through textbooks, reading newspapers and periodicals, listening to English music, watching English-language television, and taking English lessons are all examples of such techniques. These are all excellent strategies to enhance your English; but, immersing oneself in an English-speaking environment is one of the most efficient ways to do so.

METHODS

This research was conducted in January 2018 to January 2019. This is an ethnography research which explains the teachers' strategy in teaching English in an English course in Pare. This study used a naturalistic approach to its nature in seeking and finding phenomena in a contextual setting. According to Heigham (2009), this design is used to describe the phenomenon based on real situations. This research will find out the unique strategies or unusual methods of teaching speaking that make them different from some formal schools in Indonesia. Data collection techniques that are used are observation, interview, documentary and diary. According to Gay & Airasian (2012), the instruments that can be used in ethnography are observation, in depth interview, questionnaires, records, and journals.

Population of this research are English teachers in English courses in Pare and the sample of data are taken through purposive sampling which are English teachers who teach at four biggest English courses. These courses are chosen because they focus on teaching speaking. The researcher directly observes the teaching and learning activity by taking some notes or writing diaries. A deep interview was conducted to know the teachers' perspective about the strategies that they employ in teaching speaking.

FINDINGS AND DISCUSSION

Generally, the teaching and learning process in Pare are divided into two periods per month. Every period has at least 10 meetings to go and each meeting takes 90 minutes or more. Some classes have placement tests to generalize their students and some others do not have specific tests. Based on four biggest English courses which focus on teaching speaking. There are some teaching speaking strategies that teachers in Pare offer to their students to activate their oral production.

Based on the observation, interview, and documentation the teaching activities in the classroom can be summarized in the table 1 below.

Table 1. Summary of the Teaching Strategies

No	Teaching strategy	Pronunciation class	Grammar for speaking	Academic speaking	Impromptu class	Public speaking
1	Opening	Learn how to read words based on phonetic symbols	Learn about universal grammar that is usually used in spoken English	Learn how to expand a concept or idea based on theories given	Learn how to expand a concept or idea based on theories given	Teacher shows an example of public speaking based on the theme of the day.

No	Teaching strategy	Pronunciation class	Grammar for speaking	Academic speaking	Impromptu class	Public speaking
2	Teaching process	Drilling to read words, phrases, and sentences or stories in groups	Drilling to deliver a presentation in 3,5,10 minutes	Drilling to answer a random question scientifically.	Drilling to answer a random question based on good rhetoric	Every student gets a chance to deliver their speech in planned and/or unplanned ways.
3	Evaluation	Direct correction is possible by teacher or friends.	The teacher corrects the mistakes after the presentation. Some additional help from friends is necessary.	The teacher corrects the mistakes after the presentation. It could be grammar, choice of words or ideas.	The teacher corrects the mistakes after the presentation. It could be the grammar, choice of words or ideas.	The teacher adds some suggestions toward the ideas.
4	Closing	The teacher emphasizes the learning material, today, and give some text to be read as homework.	The teacher retells the topic and gives some videos for next materials.	The teacher answers the questions from students and gives examples to answer well.	The teacher emphasizes the learning material.	The teacher emphasizes the learning material.

It could be seen from Table 1 that every class has a uniqueness in teaching and learning process. The teaching strategies are emphasized in the student's ability and education background due to the variety of students. It is clear that learning in an English camp in Pare gives students many opportunities to learn, listen, talk and practice with friends or even the teacher.

Pronunciation class
In this class, at the beginning the teacher will teach students to read phonetic symbols. This course believes that, when people want to speak like a native speakers. They have to be able to imitate what the correct pronunciation is. Harmer (2007) states that stressing words and phrases correctly is vital if emphasis is to be given to the important parts of messages and if words are to be understood correctly. In producing a sound, people have to know how to put the tongue correctly. Furthermore, stressing a specific syllable in a word or phrase may lead to different meanings. To understand all of this skill, this course refers to Oxford dictionary and Longman dictionary. These ones have been accepted as international English dictionaries.

For the next day, the teacher will give many opportunities for students to practice their reading phonetic symbols and correcting pronunciation. Drilling method is usually used in this class. Then, practicing to read sentences in terms of single words, daily expressions and stories or if possible make it work in groups as other activities. Everyone has a chance to correct someone else. After class is over, usually, the teachers will give a text to be read. This task will be submitted to chatting via WhatsApp by using sudden record. It is useful to challenge the students and maintain their pronunciation. At the end of class, the teacher will give a test. It is divided into two categories. They are (1) reading a list of words, phrases and sentences, and (2) translating Bahasa Indonesia to English that should be in correct pronunciation.

Grammar for speaking
To pass this class, the students have to pass pronunciation class. The aim of this class is to make the students be aware and be accustomed to their grammar while speaking without too much

thinking and hesitation. This class is available in two levels, the first level is to help students to implement their grammar in speaking and the second level to give students more time to practice. If necessary, the students might not start at level one or in other words they can directly join the second one by following some requirements. Usually, they will be asked to tell the news in one minutes with good pronunciation and five times grammatical error.

In the first level, students will learn about universal grammar that is mostly used while speaking, they are: simple present tense, simple past tense, continuous tense, perfect tense and simple future tense. Some drills like having conversation with a specific theme, acting from script, or unplanned discussion. Everyone will have a chance to correct others by reasonable grammar rules. Someone who has a little mistake will be the top score of the day. For the next stage, the students will practice their Speaking by presenting a topic that they are interested in. They only have two minutes to explain and when they make more than three grammatical errors, the presentation will be stopped. In this level, the one who can speak in five minutes without incorrect grammar will be the winner.

In the last meeting, the students will have time to pass the test which is a presentation in five minutes. People who get more than 20 grammatical errors will have "D" as definition of poor; less than 20 will get "C" as average; less than 15 will get "B" as good; and less than 10 will get "A" as excellent. The whole activities in this class are helpful to make students be aware of grammatical accuracy in speaking.

Academic speaking

The purpose of this class is to make students have good formal oral proficiency. It is adopted from the IELTS speaking test. It requires speaking in a formal way with regard to the choice of words, grammar, pronunciation and manner. To answer such questions like the IELTS test, it seems easy to do. Unfortunately, many of the students failed to pass the test. The main problem is because they lack genuine and brilliant ideas. English is Foreign language in Indonesia, most students only translate their native language to English which sometimes does not make any sense. Yet, this class is created to help the students to solve those problems.

Some requirements that students have to follow are they have to pass the pronunciation and grammar for speaking class. Thus, in this stage they only learn how to build their ideas. The objective is just to make them have good attitudes to the questions by explaining, describing, giving examples or retelling. For example, the question is easy as "what do you do when you have leisure time?" Some tricks that could save them are: give a good opening like defining what leisure time means for you; describe what you are doing when you have the time; giving some examples of activities that you do; or you can retell an activity that you like the most when you have leisure time. At the end of the class, the students will have an IELTS speaking test simulation. The top score will be on students who can speak fluently and accurately with good ideas and manners.

Impromptu speaking

Impromptu is giving a speech without preparation. The students learn how to develop the ideas without thinking too long. The students learn impromptu for preparing for IELTS speaking, job interview and debate class. In this class, students are offered two categories of themes, free topic to choose and an optional topic and they deliver it in 3 minutes or not more than 5

minutes. They will explain the topic in three main ideas: (1) opening, this is called catching the audiences' attention. Some ways to open are giving an illustration, referring a quotation and giving questions (2) content, the ideas in content have to be in good coherence by using good bridging (3) closing, a brief conclusion is suggested to be said. In this class, rhetoric in speaking is the key point.

In the first meeting, the students learn the benefits of impromptu for developing speaking. Then, they get basic questions that should be answered without preparation such as hobbies, favorite food, holiday, etc. The next meeting the students will learn about some techniques in doing impromptu speech. The following days are followed by regularly practicing the techniques. For the final test, the students will get the question in terms of the IELTS speaking test, some common job interview questions, and a debate session.

Public speaking
The objective of this class is to make their students be good public speakers. A good public speaker is able to deliver a message, to motivate and to inspire people. An advanced speaking skill will determine the success of this class. Delivering a speech, being a master of ceremony, impromptu speech and stand-up comedy are the main activities in this class. This class is adopted from "The Toastmasters", an international public speaking club. A special event that is created in Pare is "The Public Speaking Night Show". Every student is allowed to join this competition. The best competition will get a scholarship for one period of class. Psychologically, it is worth it to build students' self-esteem and their trust in themselves in front of many people. Before presenting in front of the public, the students must pass the class of public speaking. There were some meetings in the class that discussed the importance of public speaking, some body languages in public speaking, tips and tricks in doing public speaking. In daily meetings, the students practice public speaking in terms of telling about themselves, telling stories, sport presenter, product sales presentation, etc. The teacher will give evaluation to students after presenting the public speaking practices.

CONCLUSION
Today, Indonesians believe that they need English in most aspects of their life, especially for the younger generation who wants to continue their study to the next level or the ones who want to have a big chance to go to school abroad. Moreover, communication between countries is possible to have global interconnection, not only face to face interaction but also through digital electronics that are accessed by the internet as social media. Every year, many people come to Pare, East Java, to study English. This study has discussed some special and unique teaching speaking strategies that are implemented by English teachers there. Those are hard to find in formal school. They create the English Lesson based on the students' needs. Start from the basic knowledge to the advanced one. The fundamental base of teaching strategy that they used are fun, warm and creative. Thus, the classes are successful to help students to increase their speaking ability. Based on observation, there are five teaching speaking strategies that are implemented in Pare, they are: pronunciation class, grammar for speaking, academic speaking, table topic, and public speaking. The result of this study may be useful for teachers whether in formal or informal school who wanted to have some alternatives in teaching speaking. So, fun and joyful learning can be created in the classroom. In addition, more studies are needed to explore some teaching strategies and expand the skills not limited to speaking but also listening, reading and writing.

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TEFL IN THE POST METHOD ERA

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Abstract

This study aims to review the implementation of steps in teaching English as a Foreign Language (TEFL) from a post method point of view. The research is an analytical study using a literature review approach to describe the results and to draw conclusions. The results of the literature analysis show that basically there is no fundamental theoretical difference between the method and post method. Regarding the implementation of teaching English from the post method point of view, there is no fundamental difference found in the steps of teaching English in methods that existed before the era of the post method. Therefore, the energy of debate between proponents of method and post method can be directed to find the best and appropriate steps in teaching English to students.

Keywords: TEFL, Post Method Era

INTRODUCTION

The theory of teaching second and foreign languages has long been studied by teaching experts and is still a hot debate among them. The term method was first introduced by Edward Anthony in 1963 when he proposed three different kinds of concepts in teaching a foreign language, i.e. approach, methods, and technique (Purwoko, 2010; Soto, 2014; Tasnimi, 2014) which are considered as a hierarchy. Anthony emphasizes that the source of practice and principles in teaching foreign languages is the approach. Plans in teaching foreign language material based on the approach chosen are called a method, while techniques are certain strategies or procedures used to achieve goals. Then these three concepts were modified by Richards and Rodgers (1982) and the sequence changed to approach design and procedure. Then, the method is used as a philosophical concept covering approach, design, and procedure (Purwoko, 2010; Tasnimi, 2014).

This debate continues when Prabhu (1990) in line with what Richards and Rodgers expressed (1982), states that the method is a class activity and the theory that underlies it. Then Bell (2003) distinguishes between methods with "m" and Methods with "M". The former (method) shows the practices in the class, while the latter (Method) refers to a set of practices in the class that are already standard which is considered as a reference and cannot be changed or modified (Tasnimi, 2014). The debate heated up in the 1990s to 2000s when Kumaravadivelu (1994) and followed by Richards and Rodgers (2001) issued a new concept that spoke of the post method era.

Looking back to the history of criticism of teaching methods, it has started since the 1960s. Many experts, such as Allwright (1991), Kelly (1969), Kumaravadivelu (2006), Mackey (1965), Pennycook (1989), Prabhu (1990), and Stern (1983) have criticized and doubted the existence of methods of teaching language. However, *the post method* era terminology (post method condition) was first used by Kumaravadivelu (1994). In response to the post-method concept, experts mostly criticize his statement that the method is dead. One of those who criticize the most was Bell (2007) who states that in the minds of teachers, methods never die as also cited by Shakouri (2012). This claim is supported by Hall (2011). He states that teachers cannot be completely free of choosing the way they teach since they are influenced by social conventions, student expectations, and school policies, especially about how to teach and what methodologies to use.

Furthermore, Hashemi (2011) also states that the post method concept without methods is just a theory. It cannot be implemented without practices. In other words, it is just a way of thinking, not a way of acting. In addition, Vishwanathan (2014) also says the same thing in the conclusion of his research. It is premature to say that methods no longer exist, even though they exist by themselves when teachers need structured support to communicate with their students. Even Mozayan (2015) emphasizes again that the idea of a method does not seem to be completely lost. However, if deeply examined, these scientists do not disagree with *all* of Kumaravadivelu's (1994) post method concepts. Rather than that, they provide critiques of existing post method concepts and provide their own views on the concept of the post method era as did Richards and Rodgers (2001).

METHODS
This research uses a literature review approach to describe the results and draw conclusions. Results and conclusions are made based on the references read by the authors. Sugiyono (2012) provides a definition of literature study as a theoretical study related to activities to collect information relevant to research topics through books, scientific papers, theses, dissertations, encyclopedias, the internet, and other sources. There are 18 sources of relevant information to the topic of this research consisting of books, journals, and internet sources used by the author to explain the results and conclusions of this research.

FINDINGS AND DISCUSSION
The findings of this study are presented in three sessions covering different concepts of *approach* and *methods* from the standpoint of post method principles of foreign language teaching in the post method era, the implementation of the principles post method in foreign language teaching, and classroom practice view.

Differences in the concept of approach and method in the post method era

The concept of *method* in the view of Richards and Rodgers (2001) refers to a specific instructional model or system based on a particular theory of language and language learning. A method consists of detailed content specifications, teacher and student rules, and teaching procedures and techniques. The *method* is considered as a standard. As a result, there is an obligation to obey and there is no occasion for individual interpretation. Besides, the *method* is also a set of procedures that must be learned through training and it was designed in such a way. While the *approach* is seen as a collection of the essence of theories about language, language learning, and a collection of principles of language teaching. In the *approach*, there is no specific set of techniques or procedures that must be used in teaching language. Various interpretations can be made on the *approach* according to the practice in the classroom. *Approach* also provides as much room as possible for individual interpretation and application. In summary, they offer a new concept that *method* and *approach* are two very different things, if not contradictory. *Method* is considered as something that is binding. *The method is* considered to have procedures that must be followed by the teacher. Whereas the *approach is* considered as something that is freer where the teacher can use any method in the classroom as long as the objectives of the learning are achieved. This statement on *approaches* and *methods* is also in line with what Zakeri (2014) views that practitioners in English Language Teaching (ELT) are no longer comfortable with only one method of teaching, especially after the emergence of the *post method era concept*. Today, teachers take a technique from one *approach* and engineer it with another *approach*, depending on the needs of the class, teaching context, and institutional policy to overshadow. In other words, teachers are asked to be more productive in adapting teaching materials to the existing curriculum.

Droździał-Szelest (2013) says that *approach* is the opposite of the *method*. *Approach* is more flexible and therefore requires individual interpretation (in this case the teachers) in practice in the classroom. While the *method* is the opposite of the *approach*. It really does not allow any other interpretations. Furthermore, he points out that the *approach* places knowledge of language teaching methods and the ability to implement them in the classroom as very vital in language teaching. In this point of view, the teacher must be able to develop a *personal approach*, an approach in which the teacher not only follows the existing steps but the teacher is expected to be able to use their own methods. These methods result from understanding what happens in the classroom. In other words, the teacher must be able to analyze what is happening in the classroom and find and implement methods that are in accordance with the circumstances of the class.

Principles/characteristics of English teaching in the post method era

There are twelve principles for implementing the concept of post method in the classroom proposed by Brown (2002) as also stated in Tasnimi (2014), namely: (1) automaticity; (2) meaningful learning; (3) anticipation of reward/punishment; (4) intrinsic motivation; (5) strategic investment; (6) the language ego; (7) self-confidence; (8) risk-taking attitude (wrong or right); (9) the connection between language and culture; (10) the effect of the target language (native language effect); (11) Interlanguage; and (12) communicative competence. *Interlanguage*, as mentioned, is one of the important characteristics of the *post method* era. In this context, *interlanguage* is defined as the process of language development experienced by students to achieve language skills in the target language. According to Murray (2009) *interlanguage* is part of the principles of linguistics that the teacher must understand and is part of the characteristics of the

post method era. In line with that, Sukarno (2012) stated that one of the steps in implementing the *post method* procedures in the English classroom is finding the socio-economic, linguistic (including backgrounds *interlanguage*), and culture of students. In summary, the *post method* sees *Interlanguage* as something natural in learning a foreign/second language before students can speak well in the target language (the language to be learned).

Meanwhile, according to Kharaghani (2013), there are three characteristics of the *post method* era, namely: (1) evaluation of the scope and meaning of the method; (2) power redistribution theory-making between practitioners and theorists; and (3) student autonomy and language learning strategies. One of the most important characteristics among the above, for it is directly related to classroom practice, is student autonomy, which is the ability to take responsibility for one's own learning. There are five principles proposed by Cotterall in carrying out student autonomy that teachers and curriculum makers must always pay attention to, namely: (1) student learning objectives; (2) the language learning process; (3) tasks; (4) learning strategies; and (5) reflection on the learning that is taking place (Cotterall in Kharaghani, 2013).

Each student has different learning goals. This difference is based on differences in the motivation of each student in learning languages. According to Ellis (1991), there are two forms of motivation for a person to learn a foreign language or a second language, namely: *integrative* and *instrumental*. So, students who have integrative motivation will learn foreign languages just like they learned their first language. They will try to use the foreign/second language they learn in their daily life. Conversely, students with instrumental motivation learn only to meet predetermined targets, such as passing an exam with good grades. They do not learn to be able to use a second/foreign language in their daily social context. In terms of this motivation, the *post method* sees this as part of the individual differences that must be considered by the teacher. These differences in learning objectives will have an impact on other things, such as the language learning process, assignments, reflection, and also learning strategies. The language learning process must be adjusted to the motivation of the individual students. Teachers in this case must know their students well so that the teacher will find it easier to make assignments in accordance with the goals of students learning a language, which in the end is expected to improve students' language skills by doing these tasks. Learning strategies in the *post method* view must be based on the *concept of choice*, in which students are given a choice of strategic steps to take in learning (Kharaghani, 2013). The choice of these steps depends on their own will to decide which strategy is more beneficial to them. Here the teacher acts as a negotiator in determining appropriate learning strategies. This concept of choice will also reinforce the reflection that students will have at the end of the lesson. They will think about their own strengths and weaknesses and then make plans for future lessons.

Implementation of post method principles in foreign language teaching
In practice, the concept of the *post method* makes the teacher the main source of knowledge about teaching (Fat'hi & Khatib, 2012). Therefore, for implementation, a foreign/ second language teacher must be able to provide good input to his students. Sukarno (2012) suggests five steps in implementing the *post method* in the foreign/second language class, especially English as follows: (1) finding the socio-economic, linguistic, and cultural backgrounds of students; (2) identifying student characteristics; (3) adopting, adapting, selecting, and developing, or creating appropriate language teaching materials; (4) applying certain methods in delivering certain material based on the background and characteristics of the students; (5) reflect on what they (students) have learned and plan for further learning.

In the *post method* view, a language teacher must conduct a thorough analysis of his students. The first thing to do is to find out who the student is. Knowing general information about students is very important because it is closely related to what will be taught and how the material will be taught. This is in accordance with what McNeil and Wiles explained as stated in Sukarno (2012) that a very good start for teachers in the teaching-learning process is to find out some general information about their students, such as ethnicity, family background, family status, parental education level, religion, and orientation. It also emphasized that individual differences should be taken into account in language teaching. The differences include gender, age, motivation, and personality. In addition, students' linguistic abilities should also be a concern because this ability is closely related to their environmental and family backgrounds. This linguistic ability will affect students in their ability to use the foreign language they are learning (or more commonly referred to as *interlanguage*).

The second step is identifying student characteristics. This is closely related to students' learning styles and strategies. Furthermore, teachers must assist their students to realize the different potentials that exist in each student, such as multi-intelligence, logic/ mathematics, visual/ spatial, kinesthetic, auditory, musical, interpersonal, intrapersonal, and verbal/ linguistic. In this case, the teacher must be more aware and understand the different learning styles of students because of different cultural backgrounds. Culturally and linguistically, children study in schools with different norms and customs. In addition, teachers must also pay attention to student learning strategies. There are students who learn quickly (*direct strategy*) and there are students who learn slowly (*indirect*). This difference must be understood by the teacher as a natural thing so that the teacher can wisely carry out the learning process with an approach that is very likely to differ from one student to another.

Hence in the third step, a language teacher must have good critical skills in preparing material according to the needs of each individual student. Teachers can adopt, adapt, or even create their own material as long as the material can improve the abilities of their students. In addition, the material chosen or made must be able to improve students' language skills for use in their daily life context.

In the fourth step, the teacher can apply the methods that are appropriate based on the student's background. This is in line with the principles of the *post-method* era discussed earlier. In the *post-method* era, teachers have the freedom to use methods to convey learning materials. Even the teacher is allowed to use procedures or techniques that s/he creates by himself based on his analysis in the classroom and also the experience and knowledge that s/he has of the students s/he teaches.

The last step, reflexing of the learning that has been done together. Teachers in this case must reflect, analyze and evaluate, what is working and what is not working in their teaching and learning process. If problems are found, teachers and students can communicate and find the causes, and find the best solutions. The purpose of this activity is to get better learning by planning the next learning process. By doing reflection, it is hoped that in the future the same mistakes will not be repeated.

Classroom practice view
Seeing the application of the five principles above in the classroom, the author interviewed 10 students who took English as a General Subject (MKU). The students were from the non-En-

glish Language Education Study Program and the authors found several things that are in accordance with these principles. First, the authors found five students who studied English only because their parents forced them. So that in learning, they seem forced, and some even dislike English lessons. To these students, the teacher provided motivations that aim to direct them not to perceive English as a burden from their parents, but they must realize that English is the main key to accessing the outside world. In addition, the teacher also suggested that they try learning methods that make them happy, such as playing (gaming) such as *scrabble*, role-playing, or even just watching movies they like (they can use English films or films with English subtitles). Second, the authors also found that gender factors greatly influence the language learning process. Most female students prefer and are more motivated to learn English than male students. Female students are also more active in expressing their ideas even though they have limited vocabulary. Meanwhile, male students prefer to remain silent, some even do not want to at all (even though they are only asked to read the reading text that is already available). Third, the authors also found that there were students who tended to prefer just one or two skills in learning English. There are students who prefer speaking and listening, some just like writing, and some are very happy with grammar questions. After knowing these differences, the researcher as the teacher carried out different treatments, for example for students who liked speaking, the writer would ask them to make conversations and play roles (role play). For those who like writing, the writer asks them to make a daily journal which will be collected on the last day of study each week. While for students who like grammar, the writer asks them to help make corrections to their friends' daily journals. Fourth, related to teaching material, the author uses existing textbooks according to the needs and abilities of students, for example, making adaptations to the order of delivery, for example, Chapter V is taught before CHAPTER I and II), the author also looks for other suitable references, for example from the internet and some other suitable book. In fact, the author also uses higher-level teaching materials to teach at lower levels, for example using a handbook for English study program students to teach MKU. This is done after evaluating that the students being taught have sufficient abilities and the material is also very suitable for their abilities. Fifth, the writer also asked students to fill out a personal questionnaire for reflection. This questionnaire is independent of the official questionnaire held by the university at the end of each semester. This questionnaire can be given at the beginning, in the middle, or at the end of the lesson. The questionnaire that has been filled in by students can be discussed at the following meeting to find solutions to common problems or solutions to what is still lacking in learning.

CONCLUSION
The debate between supporters of the method and the post-method era is common in academia. However, being trapped in endless debates and differences of opinion will certainly not be of any benefit to the development of the world of foreign or second language teaching. Therefore, one thing that practitioners and theorists should be aware of, namely both method and post-method aims to make learning a foreign or second language more enjoyable for students, especially in English majors in improving their communication skills according to the required context. From that, it can be concluded that there is no inappropriate method if the method is used according to its specific context in learning.

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THE IMPLEMENTATION OF SHORT ENGLISH MOVIE TO IMPROVE STUDENTS' VOCABULARY MASTERY IN INTERPRETIVE LISTENING CLASS

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Abstract

This paper aims to investigate the effectiveness of short English movies to improve students' vocabulary mastery in Interpretive Listening class. The participants of this Classroom Action Research were 15 students taking an Interpretive Listening class at STKIP SoE. The instruments of data collection were pre-test, post-test, and observations. The findings indicated that short English movies were effective teaching media to improve students' vocabulary mastery.

Keywords: Listening, short English movies, vocabulary

INTRODUCTION

Mofareh (2015) said that vocabulary learning is an important aspect of learning a foreign language. Supporting Mofareh's statement, Sabuna, Ndun and Billik (2021:113) stated that "English vocabulary is important for English education department students because, in teaching and learning process, students need to have broad vocabulary repertoire to understand the lessons". In addition, Richards (2011) posited that vocabulary is one of the competencies of language and one of the first things applied linguistics turned their attention. Furthermore, Hornby (2010) defines vocabulary as a total number of words that make up a language with definition or translation. Based on the definition proposed by experts above, vocabulary can be defined as a set or a total number of meaningful words that are used by students as a basic element in learning English. Vocabulary is an important aspect of English to be concerned to master the four skills of the English language.

Despite its importance, mastering vocabulary is not easy. This became obvious when the researchers observed the teaching-learning process in Interpretive Listening Class. She found out that lack of vocabulary was one of the factors that caused the students to struggle in understanding native speakers in news or songs.

To overcome this problem, the researcher tried to use short English movies as teaching media to improve students' vocabulary mastery. According to Wiranata (2015), teachers should try to use teaching media such as short English movies to improve the students' vocabulary in learning English. This is because short English movies may make students interested in learning English. Meanwhile, Azhar (2011:49) stated that "short movie as the picture in a frame where frame by frame is projected trough the projector lens mechanically so that the picture in the screen looks alive". It means that short movie is a good way because through movie students can enjoy and easy to get new vocabulary. Furthermore, Merry (2011) stated that short English movie can teach people about history, science, human behavior, and other subjects. Some movies combine entertainment with education, making the learning process more enjoyable. It means that through short English movies students are able to learn many ways in every context to improve their vocabulary mastery.

The researcher chose to conduct a study in listening class because listening acts as a complement to other skills especially speaking skills. According to Anderson and Lynch (2013) many people cannot communicate face to face unless the two types of skill are developed side by side. It means that without good listening skills usually, people cannot speak fluently with others, they need listening skills to help them understand what other says.

Many studies concerning the use of short English movies have been conducted. For example, Amalia, Suparman, and Mahpul (2011) conducted a study which investigated whether the use of short English movies can increase students' vocabulary in learning English. Vocabulary tests and interview were used to collect data. The subjects of this study were 24 students from first-grade students of SMPN 26 Bandar Lampung. The result of this study showed that the students found it difficult to understand the difficult words or phrases, the native speakers' pronunciation, and the native speakers' speed rate. However, after being taught using short English movies the students were able to improve their vocabulary mastery.

Another study was carried out by Juventini (2013), the researcher used short English movie as the media to teach students to improve their vocabulary. This study was conducted by using Classroom Action Research (CAR), and the participants were the first-year students of MTS Al-Intishor Tanjung Karang in the academic year 2012-2013. The instruments used in this research were questionnaires and tests. The aim of using the questionnaire in this research was to know how the students responded about the teaching media applied and Classroom Action Research (CAR) method was used to know whether students were successful or not in learning vocabulary using short English Movie.

Lastly, a study concerning the use of short English movie in improving listening comprehension was done by Putriani, Sukirlan, and Supriyadi (2013). The objective of this research was to find out whether there was any significant increase in students listening comprehension achievement after being taught using movie in the classroom. This research was conducted at the first-grade students of SMAN 1 Natar Lampung Selatan. This quantitative research applied one group pre-test and post-test design.

Using the above-mentioned studies as references, this study was conducted in the 2nd-semester students of STKIP SoE, especially in interpretive listening class. The instruments to collect

the data of this study were an observation checklist, pre-test, and post-test. In this study, the researcher focused on vocabulary mastery improvement after the students were taught using short English movies. The study aims to answer the research question: "How is the students' vocabulary improved after the implementation of short English movies in Interpretive Listening Class? "

METHODS
Research design
Since the researcher is not an English teacher, she needed help from an English teacher in conducting this research. That is why the design of the research was collaborative Classroom Action Research. Burns (2010) stated that CAR can be a valuable way to improve our teaching skills and get more understanding of ourselves as teachers, our classroom, and our students.

In collecting the data researcher did 2 cycles. The data collection procedure was done by doing the activities in Figure 1.
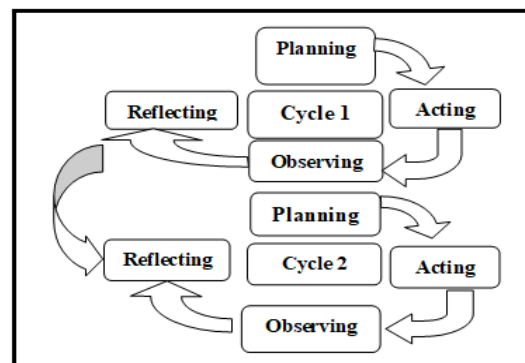
Figure 1. Two Cycles of CAR (Steadman, 1996)

The first stage was planning, the researcher discussed with the lecturer who taught the Interpretive Listening class. The researcher cooperated with the lecturer to prepare everything related to this research such as lesson plans, materials, the questions for pre-test and post-test, observation checklist, and the media to be used in this research. The second stage was acting, the researcher taught the students using short movies as mentioned in the lesson plans. After that, the researcher gave a test related to vocabulary in the movie. The next stage was observing. This stage was about the process of gathering all relevant data concerning aspects during the implementation of the action. The last stage was reflecting. At the end of the teaching and learning process in the first cycle, the researcher evaluated the result of the students' ability after the test and if it was not improved then the researcher came to re-planning everything to come to cycle II.

Participants
The participants of this research were15 2nd-semester students of English Education program in STKIP SoE who took Interpretive Listening class. The researcher intended to see the improvement of students' vocabulary mastery after short English movies were used as parts of classroom activities. The researcher chose the context because it was important to establish the students to learn English vocabulary mastery by using a new teaching media as a short English movie.

FINDINGS AND DISCUSSION

This section covers the findings and discussion of this research. First, the researcher discussed the findings of the first cycle: the result of pre-test and post-test 1. Then, she described the findings of the second cycle namely the result of post-test 2.

First cycle

First, in the planning stage, the researcher and the lecturer designed the lesson plans and prepared short English movies as teaching media. Next, the researcher determined the criteria of learning success. Finally, the researcher evaluated the students' vocabulary mastery. The scores of the students' pre-test were shown on Table 1.

Table 1. The result of students' vocabulary Mastery pre-test

No	Name	Indicators				Total Students Score
		Fluency	Vocabulary	Pronunciation	Stress	(100%)
		(20)	(35)	(25)	(20)	
1	AS	20	20	20	20	80
2	AB	15	15	15	15	60
3	DT	15	20	15	15	65
4	FM	10	15	15	15	55
5	FB	20	25	20	20	85
6	HM	20	20	15	15	70
7	HN	20	25	20	15	80
8	ML	20	25	20	15	80
9	PB	20	20	15	10	65
10	VJ	20	20	20	10	70
11	WB	20	20	10	10	60
12	YS	20	20	15	15	70
13	YN	15	20	15	15	65
14	YT	15	20	15	15	65
15	YB	10	15	10	10	45
	TOTAL					1.012

As shown in the table, the mean score of the pretest was 67, 46 which means that the students' vocabulary mastery was still low. The researcher also found out that only 26% of the students passed the Minimum Mastery Criteria (KKM) and 76% of them still had low vocabulary mastery.

Based on the result of the pre-test, the researcher planned to apply the short English movie as the media to solve the problem. By designing the lesson plans, preparing material, and also short English movies. It is hoped that it can be used in improving students' vocabulary mastery. Students' first post-test scores were shown in Table 2.

Table 2. Result of the first students' vocabulary mastery post-test

No	Name	Indicators				Total Students Score
		Fluency	Vocabulary	Pronunciation	Stress	(100%)
		(20)	(35)	(25)	(20)	
1	AS	20	25	20	20	85
2	AB	20	25	20	20	85
3	DT	20	20	15	10	65

No	Name	Indicators				Total Students Score
		Fluency (20)	Vocabulary (35)	Pronunciation (25)	Stress (20)	(100%)
4	F M	15	15	15	15	60
5	FB	25	25	20	20	90
6	HM	20	20	15	15	70
7	HN	25	25	20	15	85
8	M L	25	25	20	15	85
9	PB	20	25	20	15	80
10	V J	20	20	20	20	80
11	W B	15	20	15	15	65
12	Y S	20	25	20	15	80
13	Y N	20	20	15	10	65
14	YT	15	20	15	15	65
15	YB	10	15	15	10	50
	TOTAL					1.110

It can be seen in the table, the students' vocabularies score after implementing the short English movie as a media is 74, 00. Although the students' mean score advanced from 67, 46 to 74, 00, after the treatment in cycle 1 but, just 53, 33% who passed the KKM then 46, 6% still had low of vocabulary mastery. So, the researcher decided to do the second cycle and expected to improve all of the students' vocabulary mastery in the next cycle.

Second cycle

In the second cycle, the researcher conducted the teaching and learning process and engaged the students more to get a better result that was significant in the implementation of short English movies to improve students' vocabulary mastery. The researcher gave the short English movie as the teaching media or treatments. After that, the researcher gave the exercises for students as the post-test two and the students did their exercises well. The assessment of the students' vocabulary after being taught by teaching media by post-test (cycle II) is in the table below. The researcher coded the indicators in vocabulary mastery as Fluency when the students convey the material, Vocabulary when the students got the new vocabulary from the English movie, Pronunciation when the students presented their assignment, and stress when students put emphasis on the English words.

Table 3. The Rubric score of students' vocabulary mastery on cycle II

No	Name	Indicators				Total Students Score
		Fluency (20)	Vocabulary (35)	Pronunciation (25)	Stress (20)	(100%)
1	AS	25	25	20	20	90
2	AB	20	25	25	20	90
3	DT	20	25	20	20	85
4	FM	20	25	20	20	85
5	FB	25	25	25	20	95
6	HM	20	25	20	15	80
7	HN	25	25	20	20	90
8	ML	20	25	25	20	90
9	PB	20	25	20	20	85

No	Name	Indicators				Total Students Score
		Fluency	Vocabulary	Pronunciation	Stress	(100%)
		(20)	(35)	(25)	(20)	
10	VJ	25	25	20	20	90
11	WB	20	25	20	20	85
12	YS	25	25	20	20	90
13	YN	20	25	20	20	85
14	YT	20	25	20	20	85
15	YB	20	25	15	15	75
	TOTAL					1,300

Based on the result from the post-test in this cycle the data showed that the mean score was higher than the previous cycle. The point of 15 students was 86, 66, or 93, 33 % exceeded the KKM. It means that the student's vocabulary mastery has increased.

Based on the result of cycle II, it can be interpreted that most students have good vocabulary mastery. They were more active in the process of teaching and learning, they also pronounced words clearly with few errors, they could construct a simple sentence fluently, and made significant improvements in other aspects of vocabulary reflected in the topic.

Results of the post-test was satisfying. The target of students' improvement in vocabulary mastery was a success. Finally, the use of short English movies as the media in the learning process through interpretive listening was a success and the next cycle of CAR was not required.

CONCLUSION

The result of this research indicated that the use of short English movies is effective to improve student's vocabulary mastery in the Interpretive Listening Class of STKIP SoE. In conducting the research, the researcher found a lack of vocabulary as one of the problems that the students face. Therefore, the researcher decided to use short English movies to overcome the problem. But, in the first cycle, some students did not pass the KKM because of their mean scores were under the KKM. Probably, because in the first cycle, the students were still passive in the teaching-learning process. Therefore, the researcher prepared again the lesson plan, the media as a short English movie, and the material for the next cycle. So, the result in the second cycle showed that the media as short English movies can improve students' vocabulary mastery in Interpretive Listening class. The researcher implemented classroom action research (CAR) by using short English movie as the media to improve students' vocabulary mastery. The CAR consisted of 2 cycles. Each cycle included planning, acting, observing, and reflecting.

Based on the result of this research, the researcher would like to propose some suggestions for lecturers, students, and other researchers. The suggestions are: The suggestion for the lecturers is: applying a short English Movie as the media is recommended since it can stimulate students to be more active in learning, and also can improve students' vocabulary mastery through listening skills. The suggestion for students is using short English movies as the media is recommended to reduce the students' problems like lack of vocabulary, fluency, pronunciation, and stress. Besides that, it gives the experience to expand their knowledge in learning English, especially in vocabulary learning. The suggestion for other researchers is: this research mainly focused on improving students' vocabulary mastery in English by using short English movies

as teaching media. Further research may focus on other teaching media such as English songs and stories.

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APPENDICES

I. Teachers' Observation Checklist

Subject: _____   Material/Media   : _____
Date   : _____   Grade   : _____

Aspects Observation	Excellent	Good	Needs Improvement	Observation Notes
Teachers' time management	Teacher comes before the class start	Teacher comes when the class start	Teacher comes late to the class	
Teachers' Material & Media evaluation	Teacher prepares the teaching media & material appropriate with the lesson plan well	Teacher prepares the teaching material and media well related to the topic	Teacher does not prepare the teaching material & media properly	

Aspects Observation	Excellent	Good	Needs Improvement	Observation Notes
Teachers' Teaching Process (Steps)	Teacher masters all the steps of teaching media & material well	Teacher can teach one by one of the teaching media & material	Teacher does not follows the steps of the teaching media & material	
Teachers' Language use	Teacher uses English well in the classroom when she/he teaches the students	Teacher mixes the language such as English & Indonesia when she/he wants to teach	Teacher just uses Indonesia when she/he teaches the students	
Teachers' Evaluation	Teacher has a good ability to check the vocabulary aspect of students	Teacher masters all of vocabulary aspects that he/she wants to check	Teacher does not have good ability to check vocabulary aspect of students	
Teachers' interaction with students	Teacher gives the students time to speak up	Teacher gives time to students to give question	Teacher does not give time to student to speak up	

Adapted and modified from Genesis Christian school teacher class observation (2016)

II. Students' Observation Checklist

Aspects	Excellent (8-10)	Good (5-7)	Need Improvement (0-4)
Students' time management	Student comes before the class start	Student comes when class the start	Student comes late to the class
Students' attention in learning process	Student understands the story of the movie well	Student gets a little vocabulary from the movie	Student focuses on the scene
Students' understanding about teaching media (short English movie)	Student understands all of the teaching media	Student understands a little about the teaching media	Student does not understand the teaching medium
Students' understanding about teaching vocabulary based on "media"	Student understands the teaching vocabulary related to short English movie well	Student understands a little about teaching vocabulary	Student does not understand the teaching vocabulary
Students' performance after they watch the short English movie	Student performs in a professional way (behavior, attitude, character, based on the teaching medium)	Student performs in a slightly professional way	Student does not perform in a profes-sional way
Students' assignment performance **Students' evaluate their friends' performance**	Student can do all of the exercise correctly Student pays attention & understands all of their friends performance	Student can do the exercise but still confused Student pays attention but she/he is still confused	Student cannot do the exercise Student does not pay attention to their friend perfor-mance
Students' feedback to their friends' performance	Student participates actively in classroom by giving opinions about their friends performance	Student gives inappropriate opinions about their friends performance	Student does not give opinions about their friends perfor-mance

Adapted and modified from Norbeck (2010).

III. Rubric Score for Students' Vocabulary Performance

Aspects	Students' action	Score
Fluency	Student speaks clearly and articulately with no hesitation	80-100
	Student is able to respond to prompt with few errors and relative ease	60-79
	Student demonstrates some fluency and is able to construct a simple sentence	50-69
	Student has great difficulty fitting words together in a sentence	0-49
Vocabulary	Student's vocabulary reflects a sophistication in speaking, similar to a native speaker.	80-100
	Student's vocabulary enhances his/her response to the topic/prompt	60-79
	Student's vocabulary relates to the topic, is very basic, with a few errors.	50-69
	Student's vocabulary is limited to high frequency words, and a few basic words related to the topic	0-49
Pronunciation	Student's pronunciation is exceptional, like a native speaker	80-100
	Student's pronunciation is clear, with few errors	60-79
	Student is inconsistent in their pronunciation. Only some words are pronounced correctly.	50-69
	Student struggles to pronounce the words	0-49
Stress	Student does not show any sign of stress when he/she presents the material	80-100
	Student can control their stress when the teacher asks, and he/she tries to answer the questions.	60-79
	Student tries to control their stress when talked to the teacher	50-69
	Student has to restrain his/her stress	0-49

Mean score	Score in Latter	Class Performance	Criteria
80-100	A	Good to Excellent	Students are good to excellent in mastering the teaching material and media
60-75	B	Average to Good	Students' average to good when they clear to speak up in the classroom
50-69	C	Poor to Average	Students mixed the languages when speak up in the classroom
0-49	D	Poor	Students cannot understand the teaching material and media

Adapted from: Lisa Howells. ESL Speaking Rubrics

DEVELOPMENT OF ENGLISH TEACHING MODULE FOR ELECTRICAL ENGINEERING STUDY PROGRAM

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Abstract

The proper teaching materials determine successful teaching-learning activities. Teaching materials are required to adapt to the current situation of the institution, curriculum, and learners. The new curriculum adopted by the Electrical Engineering Study Program required the updated version as English courses had been replaced by the first and last semester of both from D3 and D4 programs. Developing the new teaching materials for the study program aimed to provide relevant issues and teaching strategies that could boost students' motivation in the classroom. Thus, the developed teaching materials were to propose the teaching and learning that fit the learner's needs. The research objective was to develop new teaching modules for the Electrical Engineering Study Program that were much more interactive, effective, and efficient for the learners to study English within the Electrical Engineering context. This research applied Research and Development (R&D) model adopted from Borg and Gall comprising six stages, namely: (1) needs analysis, (2) designing the product, (3) proposing the product, (4) evaluating the product, (5) testing, and (6) disseminating the product. As a result, the new teaching module was redesigned to provide English teaching and learning effectively and efficiently that could be easily understood and helpful for the student to achieve the learning outcomes as expected.

Keywords: Electrical Engineering Study Program, teaching module

INTRODUCTION

The success of learning activities can be affected by some factors. The proper teaching modules that support learning activities are one of them. Teaching modules result in the success of learning. The availability of appropriate teaching tools will involve the learners adjusting to teaching

activities (Pulukadang et al, 2020). When the learners get along with the activities it leads to the desired learning outcomes.

As for the teaching materials, the teaching module has many utilities. Mostly teachers design a module that fits their student needs to optimize the learning outcomes. The teacher is necessary to develop the efficient teaching materials for optimizing the learning activities for the students (Chantarasombat & Rooyuenyong, 2020). Furthermore, the teaching materials can be improved with appropriate sets of activities based on the learners' situation. The teaching materials and sets of activities are developed based on the current situation of the learners. The proper teaching materials are those that are prepared based on students' needs. Teachers or lecturers must know their students' needs.

Appropriate teaching material is required to support the teaching and learning process (Purwati & Vania, 2021). The role of teaching material is a key for helping teachers or lecturers provide teaching and learning effectively. Regarding the current situation, analyzing the needs is done to develop teaching materials that are suitable for learners. This development needs to be supported by theory, literature review, or personal experience as the basis for developing the appropriate teaching materials. Moreover, various sources, such as textbooks, the internet, research articles, interviews with the experts, colleagues, or researchers of the development of teaching materials can be taken as references.

Based on the observations, students frequently experienced learning difficulties in the English for Specific Purposes (ESP) context. ESP is supposed to provide the students with specific tasks and competence in English based on their field. One of the problems that occured in ESP class was the obstacles of conveying the course. It happens because ESP concerns the needs of learners because of their work or specialization background (Basturkmen, 2010). On the other hand, for teachers, teaching ESP requires them to assign students with clear instructions and specific themes related to their knowledge (Suryadi, 2021). The availability of references is not promising for the appropriate ESP that is suitable for the learners.

Therefore, it is necessary to develop materials that adopt the nature and characteristics of learners based on existing curriculum standards. In compiling teaching materials several things come as considerations to meet the needs of learners. Teaching materials aim to find a solution to the learning problem encountered by the learners.

Since the teaching material is delivered in non-native-speaker language, the challenge is understanding the instruction in learning (Hibatullah, 2019). The teaching materials with an appropriate guide may be helpful for the students to understand the lesson. Somehow, lecturers are hurdling in conducting teaching materials because of the complicated task, unclear learning instruction, or not engaged with the students' imagination. To overcome the problems, developing appropriate teaching materials is crucial. If the learning is conducted within unclear explanation, then the teaching material should be able to help students understand the course by inserting pictures, photos, charts, and schematics.

The English teaching and learning activities in Electrical Engineering Study Program of Politeknik Negeri Malang needed to be changed due to the implementation of the new curriculum that required updated learning materials and contents. Therefore, developing the teaching

materials was relevant to the current situations so that the output can support the teaching and learning process in the study program.

Books and modules are the most common learning resource. The core of the teaching module emphasizes student independence (self-study for some periods). The module can be performed as a complete and stand-alone unit with sets of learning activities for helping students achieve the learning objectives. Modules are teaching materials that are systematically arranged based on a standardized curriculum and wrapped in each of the smallest learning units that allow the learners to be studied independently within a period. The goal is that learners can understand the competencies taught in learning activities as well as possible. Its function is as learning material used in student learning activities.

Meanwhile, module-based teaching is conducted when all of the teaching activities refer to the module. Teaching modules contains one or more units of teaching materials that empower students to study independently. A teaching module is a teaching unit structured with a specific purpose for learning purposes. One of the objectives of module-based teaching is to encourage learners to learn at their own pace. Module-based teaching also provides opportunities for students to know their learning abilities, which has been driven by several factors, such as learning techniques, problem-solving, learning habits, and heterogeneous background knowledge of the learners.

Teaching modules is defined as a complete measuring tool (Sudjana, 2005). They have some functions, namely: 1) teaching modules can function as independent units, but they can also run altogether; 2) teaching modules are centralized learning activities that are proposed and designed to assist students in achieving their learning goals; and 3) teaching modules can work as integrated teaching programs consisting of learning objectives, teaching materials, teaching methods, instructional media, learning resources, and evaluation.

To determine the proper teaching module development, it is necessary to analyze any factors, one of which is formulating clear and specific learning objectives. The learning objectives have to be measurable for determining students' performance for achieving the learning objectives. The formulation of learning activities should consider some aspects such as the characteristics, backgrounds, and abilities of students. Therefore, teaching module development provides a solution to students' problems by adjusting the learning environment according to their needs Before developing the material, it is necessary to conduct a diagnostic test to measure students' background knowledge as a prerequisite for developing a teaching model (entry behavior or entering behavior). This test aims to match the formulation of the test questions and the objectives of the module. The preparation of learning activities is grounded in helping and guiding students to achieve the competencies as formulated in the objectives. Learning activities carried out can be in the form of listening to audio materials, watching movies, and role plays. Alternative activities need to be considered to provide a varied and interactive learning experience for students. This is the essential part of the module and the most vital aspect of the module is the learning process.

The followings are the benefits of implementing the teaching module based (Lasmiyati & Harta, 2014).
1.	provide feedback
2.	clear learning objectives

3.   attractive and interactive design of the teaching document
4.   adjustable for students learning styles
5.   enhance student teamwork
6.   evaluate students work to determine the level of achievement

The teaching module provides feedback to discover students' shortcomings, to make improvements immediately. At this point, the teachers do not only evaluate the work but also provide feedback in order to help their student overcome their problems in learning. Learning with a module means setting clear learning objectives. When students clearly understand the aims of learning may affect their learning performance to achieve some specific competence. Teaching modules are not the same as a bulk textbook. Teaching modules design should be attractive, provide a learning objective, include sets of interactive activities, and ease the learner to understand the course. The aim is to motivate and trigger the student's enthusiasm to get involved in the learning activities. When the students get involved and feel motivated to take part in the activities, they consider being more productive. Teaching modules, accordingly, would substantially help the learner to be independent.

The teaching module is designed to be adjustable with the learners. The teaching module gives opportunity to the learners to study at their own pace and styles. By providing adjustable time for students, it gives them time to deal with the learning environment. This also means for students to deal with their effort in learning. Those who give more effort in adjusting their time for studying will get more. Teaching modules can foster teamwork. The design of teaching modules consists of sets of activities to help students interact with their peers to enhance collaboration. By working together in pairs or groups while performing interactive activities can build students' bonds. The student collaboration will develop naturally. Remedial aims to provide adequate time for students to discover their weaknesses based on the task given. Students have to know their learning pace regarding the heterogeneous students' background and ability to complete the task. By giving the students time to discover their problems, it provides them a self-evaluation to improve their performance.

Despite of having benefits, according to Morrison, Ross, and Kemp (2004) in Lasmiyati and Harta (2014), module also has some drawbacks, namely 1) interaction between students is reduced so it is necessary schedule face-to-face or group activities, 2) single approach causes monotony and boring because it needs trouble challenging, open and varied, 3) free independence causes students to undisciplined and delaying doing tasks because it is necessary to build a culture of learning and time limit, (4) planning must be mature, requires teamwork, requires environment of facilities, media, resources and others, and (5) material preparation requires high costs more expensive when compared to the method lecture.

In supporting the recent research, several previous studies become research references. The first reference was the research conducted by Lestari (2021) on "*Pengembangan Modul Pembelajaran Bahasa Inggris Berbasis Andragogi Pada Program Studi Pendidikan Biologi, Universitas Muhammadiyah Palembang*". In the previous study, the Rowntree's model proposed some steps in developing modules: planning, development, and evaluation. Tessmer's formative evaluation model is used to evaluate the module consisting of the following stages: self-evaluation, expert review, one-to-one evaluation, small group evaluation, and field testing. This study had a conclusion that the learning module is useful and helpful for conducting teaching and learning. The

previous research was in line with the current learning situation in the Electrical Engineering Study Program since the learners are also university students. To promote effective learning for higher education involves the students' physical and emotional experiences in their activities.

The other research was conducted by Hakim et. al (2019) on *Pengembangan Modul Bahasa Inggris Untuk Program Studi Ekonomi Syariah Berbasis Contextual Teaching Learning (CTL)*. The research results were the developed teaching module that was developed with the following stages: 1) development of learning analysis; 2) establishing standards and objectives; and 3) selection of strategies for technology, media, and teaching materials and evaluation. The developed teaching material had also passed the validation stage from two experts of ESP and Teaching Material. The teaching material was developed based on the students' needs, lecturers' feedback on the proper activities, and the experts' evaluation. The research conducted was considered valid since the development of the teaching modules implements the current curriculum established in the study program.

These previous studies were relevant to research on teaching materials development for English courses in the Electrical Engineering Study Program at the Politeknik Negeri Malang. A similar situation in the ESP classroom was the background to conduct the teaching material development. Besides, the experts' involvement in evaluating the teaching material was also the focus of the research to make the valid output for the learners.

METHODS

This research adopted Research and Development (R&D) development model from Borg and Gall consisting of 6 stages, namely 1) conducting need analysis, 2) designing teaching module blueprints, 3) designing the teaching modules, 4) testing the teaching modules, 5) evaluating the teaching modules, and 6) disseminating the product which produces the output of the teaching module as the final product. The steps for developing an English learning module are described in Figure 1.
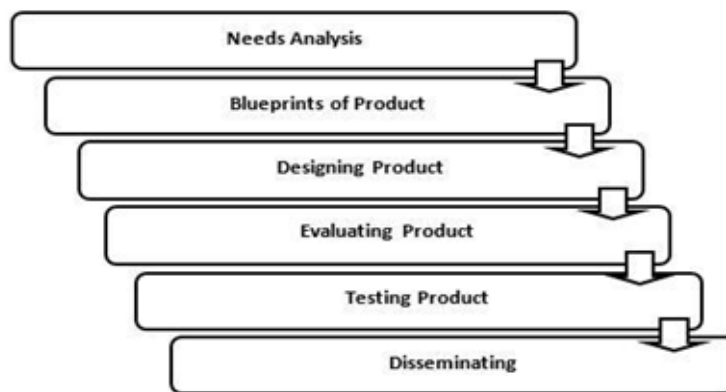

Figure 1. Teaching Module Development Design

The first step was needs analysis which was conducted to find solutions to existing problems. Need analysis promotes outlining the learner's specific needs to achieve the desired outcomes (Asri et al., 2019). The needs analysis was done by observing and interviewing lecturers and students in the Electrical Engineering Study Program. Based on the observations and interview results, it could be concluded that teaching English in the study program was not supported by

appropriate English teaching modules. The teaching materials used in the classroom for teaching and learning were paper-based handouts that did not promote any interactive activities for students, so accurate and interactive teaching materials were needed.

After that, the teaching module blueprint was developed as a follow-up to the solutions in the needs analysis. The objective of teaching materials development was to design teaching modules that could fit the needs of students. Furthermore, the teaching module development aimed to provide students with suitable teaching materials to attract them to learn English. The development activities carried out were collecting references, making mind maps, and developing module content.

The next step was designing the teaching module. It involved designing sets of pictures, references, and evaluations.

Then, validating the designed teaching module which involved 4 experts, 2 experts in teaching material, 1 expert in linguistics, and 1 expert in instructional media. Moreover, the teaching material validation aimed to provide suggestions and feedback on the instruction and language used, while instructional media validation was to give recommendations and feedback related to the quality of the product. After the validation, then the teaching module was revised.

Then, the revised teaching module was tested on the students of the Electrical Engineering Study Program. The subjects were taken using the proportional random sampling technique. 25% of the total students were chosen (in this case 18 out of 72 students were randomly selected). After that, interviews were conducted, questionnaires were distributed in order to evaluate the students' perception about the teaching module.

Thus, the data from the results of the experts' validation, the interviews, and the questionnaire was analyzed. A qualitative research method and descriptive analysis technique were used to analyze the data.

After completing the test and evaluation stages, the last stage was the final improvement on the teaching module. The final result of product improvement was an English teaching module for the Electrical Engineering Study Program.

The procedures for selecting experts to evaluate teaching materials was based on several considerations.
1. Material development experts should have an educational background that is relevant to the vocational setting. A material development validator must have good insight and experience as a material developer. Some aspects of the assessment include.
   a. material suitability
   b. clarity of language use
   c. clearly instruction
   d. the variety of content
2. Media development experts must have good skills in organizing media to support learning. Some aspects of the assessment include.
   a. effectiveness

   b.   attractiveness
   c.   efficient
3. English language experts should master teaching English for vocational and have experiences in organizing effective learning in higher education. Some aspects of the assessment include.
   a.   the suitability of the learner developmental stages
   b.   the language used in the teaching module is adjusted to the student's proficiency level

FINDINGS AND DISCUSSION

The discussion presents the results of the data analysis from the validation results by experts, the product trials on the students of the Electrical Engineering Study Program, the results of the interview, and the results of the questionnaires.

Validation results of the experts

Validation results of teaching material experts

The product was checked and validated by the teaching material expert. There are some aspects that were validated, i.e., material suitability, integrity of material organization, clarity of language use, material depth, ease of understanding the material by students, material breadth, material truth, and learning effectiveness level. The results of the validation showed that the development showed good results. The results from the questionnaire showed that the average score of the questionnaire was 2.9 (72.5%).

Validation results of instructional media expert

The teaching module as the product was then validated based on its effectiveness, attractiveness, and efficiency. The results of instructional media expert validation showed the average score of 3.42 or 85.45%. The results of the assessment indicated that the development of the teaching module with the use of instructional media had obtained good results, although a revision was required, such as the use of bullets when presenting the teaching material.

Validation results of English expert

The designed teaching module was also validated by a language expert. The aspects that were validated were the suitability of the level of student development with the language used in the module; the use of language used in the module is adjusted to the level of student development; and the language disorder and the accuracy of the flow of thought in the module are adjusted to the level. The results of the validation of English experts showed the average score of 3.25 or 81.25%. The results indicated that the development of teaching modules in terms of English contents and instruction had obtained good results.

The trial results on students

The revised module was then tested on 18 students of the Electrical Engineering Study Program. The data was taken from the interview conducted and questionnaire given afterwards. Thus, the data instruments were an interview guide and questionnaire.
The results of the questionnaire got an average score of 3.5 with 87.5%. The results showed that the development of the English teaching module had good results. Meanwhile, from the interview, it could be concluded that the students were interested in the revised teaching material.

Attractiveness level of electrical engineering English learning module

The learning module was measured for its level of attractiveness through a validation process by the instructional media experts and tested on the students. The results of data analysis to determine the level of attractiveness of the learning module on Electrical Engineering Study Program are presented in the table below.

**Table 1. Data Analysis of Media Expert Validation Results
on Attractiveness Components**

No	Criteria	Score		(%)	Description
		X	Xi		
	Attractiveness				
1.	Image attractiveness	3	4	75	Satisfied/ No revision
2.	The attractiveness of the display of teaching module design	3	4	75	Satisfied/ No revision
3.	The used of color combination in the teaching module design	3	4	75	Satisfied/ No revision
4.	The attractiveness of the display-ing contents of the teaching module	3	4	75	Satisfied/ No revision
	Total	∑X=12	∑Xi=16	300	
	Average	3	4	75	Satisfied/ No revision

Notes:
X   : respondent's answer for one item
Xi   : complete answer in one item
∑X   : total answers of respondents
∑Xi   : complete number of answers

The results of the validation by instructional media experts on the attractiveness component are in Table 1 described as follows.
1. The attractiveness of the figure display. The score of the analysis obtained an average score of 75%. Based on the eligibility criteria, the teaching module was considered satisfying/not revised.
2. The attractiveness of the display of teaching module design. The score of the analysis obtained an average score of 75%. Based on the eligibility criteria, the teaching module was considered satisfying/not revised.
3. The use of the color combination. The score of the analysis obtained an average score of 75%. Based on the eligibility criteria, the teaching module was considered satisfying/not revised.
4. The attractiveness of the display of the contents of the teaching material. The score of the analysis obtained an average score of 75%. Based on the eligibility criteria, the teaching module was considered satisfying/not revised.

Table 2. Data Analysis of the Result of Individual Trials

No	Criteria	Score		(%)	Description
		X	Xi		
1.	The teaching module cover has an attractive design.	3,2	4	80	Satisfied/ No revision
2.	The teaching module display is. attractive and easy to read	3,2	4	80	Satisfied/ No revision
3.	The teaching module uses an attractive color composition.	3,5	4	87,5	Satisfied/ No revision
4.	The examples included in the teaching module are attractive and easy to understand.	3,5	4	87,5	Satisfied/ No revision
5.	The pictures presented in the teaching module are interesting and fits to the material.	3,2	4	80	Satisfied/ No revision
	Total	∑X=16,6	∑Xi=20	415	
	Average	3,3	4	83	Satisfied/ No revision

Notes:
X : respondent's answer for one item
Xi : complete answer in one item
∑X : total answers of respondents
∑Xi : complete number of answers

The results of individual trials on the attractiveness component are in Table 2 described as follows.
1. The teaching module cover had an attractive design. The score of the analysis obtained an average score of 80%. Based on the eligibility criteria, the teaching module was classified satisfying/not revised.
2. The teaching module display was attractive and easy to read. The score of the analysis obtained an average score of 80%. Based on the eligibility criteria, the teaching module was classified satisfying/not revised.
3. The teaching module used an attractive color composition. The score of the analysis obtained an average score of 87.5 %. Based on the eligibility criteria, the teaching module was classified satisfying/not revised.
4. The examples included in the teaching module were attractive and easy to understand. The score of the analysis obtained an average score of 87.5 %. Based on the eligibility criteria, the teaching module was classified satisfying/not revised.
5. The pictures presented in the teaching module were interesting and supported the presented material. The score of the analysis obtained an average score of 80%. Based on the eligibility criteria, the teaching module was classified satisfying/not revised.

Table 3. Data Analysis on the Attractiveness Components

No	Criteria	Score		(%)	Description
		X	Xi		
1.	Experts Average	3,5	4	87.5	Satisfied/ No revision
2.	Individual Trials	3,2	4	80	Satisfied/ No revision
	Total	∑X=7	∑Xi=16	175	
	Average	3,4	4	84%	Satisfied/ No revision

Notes:

X : respondent's answer for one item

Xi : complete answer in one item

∑X : total answers of respondents

∑Xi : complete number of answers

The instructional media validation for the attractiveness component comprised the attractiveness of images, designs, color combinations used, and the attractiveness of the contents display of the teaching material. The results for the attractiveness component got an average score of 3.5 with 87.5%. Based on the eligibility criteria, the learning module was classified satisfied and not revised.

The trial tests on students regarding the attractiveness component included the attractiveness of the cover, display, color composition, instruction, and figures. The results of individual trials on students got an average score of 3.2 with 80%. Based on the eligibility criteria, the learning module was classified satisfied and not revised.

Moreover, from the expert validation suggestions and comments, there was no revision needed for the module; however, there were some aspects that needed to be considered for the next revision or development. First, images were supposed to be added to the module section that are not yet accompanied by supporting images. The content of the English module was still focused on the problems arising around Politeknik Negeri Malang. Thus, it is expected that further developers can expand the scope of problems that arise so that they are not confined to only limited ones around the campus. Moreover, the contents such as the reading texts provided in the module need to be evaluated and updated with the latest information, trends, or development around the world.

In short, the validation results from instructional media experts and the individual test of the attractiveness component got an average score of 3.4 or 84%. Based on the eligibility criteria, the learning module was classified satisfied and not revised. Based on these results, the English teaching module had an adequate level of attractiveness as teaching material for the electrical engineering study program.

The teaching module ease level

The developed teaching module was measured for its ease level through validation by the experts and testing to students. The results of the teaching module determined the level of convenience of students in learning English courses in the Electrical Engineering Study Program.

Table 4. Data Analysis of the Ease Level of the Teaching Module

No	Criteria	Score		(%)	Description
		X	Xi		
1.	The ease level to understand the material using the teaching module	3	4	75	Satisfied/ No revision
2.	Clarity of language use	3	4	75	Satisfied/ No revision
3.	The level of depth of material in the teaching module	3	4	75	Satisfied/ No revision
4.	The attachment of teaching material	2,5	4	62,5	Satisfied/ No revision
5.	The accuracy of teaching material	3	4	75	Satisfied/ No revision
	Total	$\sum$X=16,6	$\sum$Xi=20	415	
	Average	3	4	72,5	Satisfied/ No revision

Notes:

X	:	respondent's answer for one item
Xi	:	complete answer in one item
$\sum$X	:	total answers of respondents
$\sum$Xi	:	complete number of answers

The results of validation by material experts regarding the ease of use of learning modules can be analyzed as follows.

1. The ease of understanding the material by students using the teaching module got a score of 75%. Based on the eligibility criteria, the learning module was classified satisfying/not revised.
2. Clarity of language use in the teaching module got a score of 75%. Based on the eligibility criteria, the learning module was classified satisfying/not revised.
3. The level of depth of material used in the teaching module got a score of 75%. Based on the eligibility criteria, the learning module was classified satisfying/not revised.
4. The completeness of the material in the teaching module got a score of 75%. Based on the eligibility criteria, the learning module was classified satisfying/not revised.
5. The accuracy of the material gets a score of 75%. Based on the eligibility criteria, the learning module was classified satisfying/not revised.

CONCLUSION

The English teaching module was developed based on the the latest curriculum in the Electrical Engineering Study Program of Politeknik Negeri Malang. The objective of the English teaching module development was to produce teaching materials within the level of attractiveness, convenience, effectiveness, and efficiency. From the results, it can be concluded that the research objectives were achieved. The details are as follows. The level of attractiveness of the teaching module was 75%. The level of ease for students by learning using the teaching module was 72.5%. For effectiveness, the teaching module was an adequate level of effectiveness as teaching material. This can prove from the validation results of the teaching material and instructional media experts with 77.5%. Then, the efficiency level of the teaching module was 84% from the validation of instructional media experts. As a suggestion for the further researcher, the teaching module could provide more images to support students in understanding each topic

in engineering. The contents of the English teaching module were still focused on the scope of Electrical Engineering so future researchers can broaden the discussion so that the teaching module may be used widely to the other fields or departments in Politeknik Negeri Malang, such as Mechanical Engineering, Civil Engineering, or Chemical Engineering. In short, updating the teaching materials and references gradually can provide the relevant teaching module to the current situation of learners.

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