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# Journal of ELT Research

The academic journal of studies in English language teaching and learning

The Implementation of Corpus-aided Discovery Learning in English Grammar Pedagogy  
*Elih Sutisna Yanto, Sidik Indra Nugraha*

The Implementation of One-Week-One-Article Program in a Reading Class: A Reflective Practice  
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Historical Perspective: The Development of Critical Thinking in Indonesian ELT  
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## From the Editors

Welcome to the July 2017 issue of *Journal of ELT Research*. This issue is accompanied by the spirit of post-Ramadan followed by Eid al-Fitr, two Islamic events bringing about many insightful meanings of life. The events in short bring humans closer to their Creator and be aware of their role as a creature. As a creature, we are always encouraged to learn, finding out the secret of His creation. In so doing, research is one of the ways to see the unseen phenomena. In terms of language teaching and learning, there are still many things we, ELT practitioners, do not know about. Research, even though it is simple, still can give a positive contribution. Our July 2017 issue touches a variety of issues in ELT which can give such a contribution.

Our first article, “The Implementation of Corpus-aided Discovery Learning in English Grammar Pedagogy” by Elih Sutisna Yanto and Sidik Indra Nugraha, investigates the implementation of corpus-aided discovery learning to find out the extent to which corpus-aided discovery learning can create motivating and successful English grammar learning. Based on questionnaire and interview data, it can be interpreted that incorporating corpus-informed data into grammar learning is very satisfying and useful, and students can be sure that the language they are practicing is up-to-date. The most major contribution of this study is that students become aware of how certain language forms are used by native speakers of English. This research suggests that corpus-informed data can be a means of encouraging autonomous learning.

In the second article, “The Implementation of One-Week-One-Article Program in a Reading Class: A Reflective Practice,” Yudi Rahmatullah presents his reflections on the implementation of one-week-one-article program. Every week, students present the article they have read. This program gives some contributions, for example, encouraging students’ motivation, reading and presentation skills, cooperative learning, and pronunciation. Even though this program is conducted for university students, its implementation for secondary school students seems very possible.

Hamzah Puadi Ilyas’ article, “Historical Perspective: The Development of Critical Thinking in Indonesian ELT,” discusses the development of critical thinking, starting from colonial era to present. The article argues that critical thinking was deliberately not taught during colonial era since the colonial government wanted to keep their domination. In later development, critical thinking touches school curriculum, including that of ELT. However, it is still not clear to what extent ELT has incorporated critical thinking and ELT practitioners have implemented it in their classroom.

Heri Setiawan’s article, “Prosody Analysis of Mariah Carey’s 1999 Billboard Award Speech and Its Contribution to EFL,” presents a study on prosodic elements found in the Mariah Carey’s speech when receiving the Billboard artist award in 1999. The contribution of this article is the idea of prosody which can be integrated into ELT. Its incorporation into ELT may create students’ awareness that meaning can also be understood by paying attention to prosodic elements such as stress, rhythm, pitch, etc.

In the article “L2 Writing Strategies Used by EFL Graduate Students,” Syaadiyah Arifin conducts a study to investigate the writing strategies and the predominantly strategies used by four Indonesian graduate students when writing in L2 (English). Using Think Aloud Protocols, the study found that skilled and less skilled writers used varied strategies, but the frequency of using each strategy was different. Skilled writers used each strategy in high frequency. On the other hand, less skilled writers only used each strategy in low frequency. Another finding is that skilled writers used reading and rereading strategies in high frequency for several purposes: revising and editing the text, developing ideas, and getting new ideas, while less skilled writers rarely used those strategies. The study suggests that effective writing strategies should be introduced explicitly when student writers have already mastered the foundation of writing as knowing this could help them become good writers.

In his article titled “Improving Students’ Speaking Ability through Small-Group Discussion,” Imam Fauzi investigates how small-group discussion can be implemented to improve vocational high school students’ speaking ability. This action research shows that with such modification small-group discussion could effectively improve students’ speaking skills, engage them in the group work discussion actively, encourage them to be independent learners, and make them feel relaxed during learning. However, there should be control when implementing a group discussion to avoid an active student’ domination. This is one flaw found.

In our final article “EFL Students’ Writing Style in the Script Introduction Section,” Novalia Rizkanisa, Iskandar Abdul Samad, and Bustami Usman conduct a study to investigate the rhetorical pattern of the introduction section of undergraduate theses in the province of Aceh, Indonesia. Focusing on three elements: placement of the thesis, patterns of idea, and metadiscourse markers of the introduction section, the study found that the style was different from that of native English speakers. Findings of this study can be an idea that English lecturers need to teach academic writing convention in order that students are aware of the difference in academic writing styles.

Finally, thank you for your submissions. We hope this July 2017 issue of *Journal of ELT Research* give us some ideas to be implemented in the classroom or to do further studies to keep improving our knowledge on foreign language teaching.

## **Editors**

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## **The Implementation of Corpus-aided Discovery Learning in English Grammar Pedagogy**

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The present study presents the instructional procedures of the implementation of corpus-aided discovery learning and the extent to which corpus-aided discovery learning can create motivating and successful English grammar learning environment for EFL (English as a Foreign Language) students. Corpora promotes inductive learning in terms of that students not only acquire grammar by language data, observation and self-discovery of rules, but also find it entertaining and exciting to make grammar rule generalization on their own (Cheng, 2011; Hunston, 2002). Drawing on data of a questionnaire and an interview, the students recounted that incorporating corpus-informed data into grammar learning was very satisfying and useful, and students can be sure that the language they are practicing is up-to-date, used in everyday situations. It is not artificial or invented language but consists of the most widely used grammar (McCarthy, 2004). In addition, language corpora helped students to learn about certain language uses that were not available in any of the traditional tools. Another finding shows that students understood how certain language forms were used by native speakers of English, and students revealed more positive attitude toward corpus in learning English grammar. The findings imply that corpus-informed data can be a means of encouraging autonomous learning, illustrating real uses of abstract rules, presenting authentic daily grammar, and promoting exploratory inductive learning. However, some students, especially inexperienced students, found learning grammar through corpus-informed data was difficult or boring.

*Keywords:* corpus-aided discovery learning, English grammar learning, inductive learning

*Penelitian ini menginvestigasi penerapan corpus-aided discovery learning (CADL) dan melihat sejauh mana CADL dapat meningkatkan motivasi demi keberhasilan pembelajaran*

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*grammar dalam konteks EFL (Bahasa Inggris sebagai bahasa asing). Corpora mempromosikan pembelajaran induktif dimana siswa tidak hanya memperoleh pengetahuan grammar dari bahasa dan observasi tetapi juga dengan cara menyenangkan sehingga mereka dapat menyimpulkan aturan grammar sendiri (Cheng, 2011; Hunston, 2002). Data yang diperoleh dari questionnaire dan wawancara menunjukkan bahwa pembelajaran grammar melalui corpus sangat menyenangkan, dan siswa percaya bahwa bahasa yang mereka pelajari up-to-date. Corpus bukan bahasa semu tetapi bahasa yang memuat grammar yang paling sering digunakan (McCarthy, 2004). Selain itu, corpus membantu siswa mempelajari penggunaan kata tertentu yang tidak ditemukan pada media tradisional. Penemuan lain menunjukkan bahwa siswa dapat mengerti bagaimana bahasa yang digunakan oleh penutur asli bahasa Inggris, dan mereka memiliki kesan yang positif terhadap pembelajaran grammar. Penemuan studi ini dapat dimaknai bahwa corpus dapat mendorong siswa mandiri, menyajikan materi otentik, dan mendorong pembelajaran induktif. Namun, siswa yang berada di level bawah mengatakan bahwa pembelajaran grammar melalui corpus sulit dan membosankan.*

## **INTRODUCTION**

In the context of Indonesian College English classes, the onus of grammar instruction is still placed on deductive approach in which students are provided the grammar rules and examples, told to memorize them, and then asked to apply the rules to other examples (Widodo, 2006). In this style, teachers mainly focus their instruction on presenting grammatical rules through a series of lecture. In other words, grammar teaching centers on accuracy of form and rule learning with mechanical exercises seen as the way to bring about the learning of grammar (Jean & Simard, 2011).

As a result, with this style students of English as a Foreign Language (EFL) can be easily bored with learning grammar. It not only makes grammar learning passive and uninteresting but also weakens students' ability to develop a clear understanding of context-appropriate use of grammar (Liu, 2011). For example, the teaching and the strict enforcement of certain prescriptive grammar rules, such as "no sentence-initial use of *and/but*" rule, have caused some students to consistently follow these rules regardless of context. Such teaching practices also make students less willing to allow grammatical choices that, according to Kolln and Gray (2009), are not only available but also necessary for effective communication. Micciche (2004) argues that current grammar instruction in college writing classes is in general "not empowering but disempowering, not rhetorical but decontextualized, not progressive but remedial" (p. 718).

A lot of research has concurred that there is a positive function of grammar in foreign language learning. Celce-Murcia (1991) states that grammar instruction is part of language teaching since grammar interacts with meaning, social function, or discourse – or a combination of these – rather than standing alone as an autonomous system to be learned for its own sake. Besides this, grammar can provide the foundation for a set of language skills: listening, speaking, reading and writing.

In listening and speaking, grammar plays an essential role in grasping and expressing spoken language (e.g. expression) since learning the grammar of a language is considered necessary to acquire the capability of producing grammatically acceptable utterances. In reading, grammar enables students to comprehend sentences inter-related in a paragraph, passage, or text. In the context of writing, grammar allows the students to put their ideas into intelligible sentences so that they can successfully communicate in written form. Lastly, in the

case of vocabulary, grammar provides a pathway to students how some lexical items should be combined into a good sentence so that meaningful and communicative statements or expressions can be formed. (Widodo, 2006).

In addition, Long and Richards (as cited in Widodo, 2006) add that grammar plays a critical role in the four language skills and vocabulary to establish communicative tasks. Furthermore, Hinkel and Fotos (2002) argue that grammar teaching can enhance learners' proficiency and accuracy and facilitate the internalization of its syntactic system. On the contrary, Larsen-Freeman (as cited in Nan, 2015) comments that some scholars think grammar teaching has little value for natural language acquisition process, and learning grammar rules and practicing them are only of marginal value (Krashen, 1991, 2011) because it would not develop learners' grammatical competence.

One of the ways of teaching grammar is using language corpora and concordance lines. Language corpora have been considered as one of the most effective, accurate, and modern tools in language research and applied linguistics (Cheng, 2011; O'Keeffe, McCarthy & Carter, 2007). Over the past 25 years, corpora, corpus tools and corpus evidence have not only been used as a basis for linguistic research but also in the teaching and learning of languages (Campoy, Cubillo, Belles-Fortuno & Gea-Valor, 2010). "It is no exaggeration to say that corpora, and the study of corpora, have revolutionized the study of language and of the application of language..." (Hunston, 2002, p.1). Corpus linguistics is viewed as a methodology, comprising several relevant methods used in the investigation of language in different aspects, for example, sociolinguistics, syntax, semantics, pragmatics, discourse analysis etc. (Linguist, 2009).

A corpus (plural corpora) deals with "a collection of texts, written or spoken, usually stored in a computer database" (O'Keeffe et al, 2007, p.1). Similarly, Reppen (2010) defines a corpus as "a large principled collection of naturally occurring texts (written or spoken) stored electronically" (p.2). A corpus, then is simply a large collection of texts that can be analyzed using computer software. It not a theory of language learning or teaching methodology, but it does influence our way of thinking about language and the kinds of texts and examples we use in language teaching (O'Keeffe, et al., 2007). Some teachers see corpus-based pedagogies as a means of encouraging independent learning, illustrating real uses of abstract rules, presenting authentic everyday grammar, and promoting exploratory inductive learning (Sardinha, 2012).

A concordance is a screen display or printout of a chosen word or phrase in its different contexts, with that word or phrase arranged down the center of the display along with the text that comes before and after it (O'Keeffe et al, 2007). Figure 1 (adopted from O'Keeffe et al, 2007, p.13) shows an example of a concordance for the word *yet* in the spoken Corpus. This is typical of what people who study corpora see on their computer screen. The user can look at screen after screen, and see all the different occasions in which the speaker in the Corpus have used *yet*, all together in one concordance. This screen shows a random sample of contexts for *yet*. Each line represents a different occasion of use, by a different speaker, at a different time and in a different place.

At first, the picture looks confusing. We see code such <1>, <2>, etc. Each speaker in every conversation is numbered one, two, three, etc. However, as we look down each of these uses we see a clear pattern emerging. The overwhelming majority of uses of *yet* are in negative contexts and question marks. So the use of *yet* in negatives and in questions is an important



piece of information that materials writers can take and use in grammar materials. In this way, the materials can focus on the most central, frequent, and consequently useful aspects of a word or phrase.

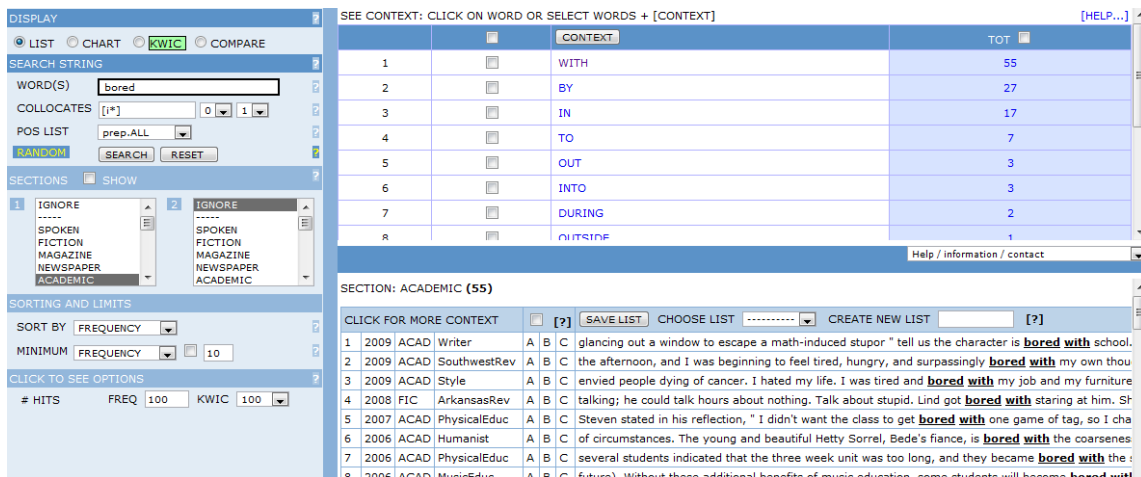
We also notice that the words before *yet* are arranged alphabetically, with words beginning with “a” first (*apartment, applied, argument*), then down through the alphabet. This concordance is “left-sorted.” We can also resort the concordance to alphabetize the words to the right of *yet*. This would bring together all the *a*-words (**and, are**) following *yet*, then all the *b*-words (**because, been, and but**) and so on. Sorting is a useful tool for textbook writers as it gives us the chance to see patterns around words.

Figure 1: A concordance of ‘yet’ from the Cambridge International Corpus

1	that.	<2>	I don't	have an apartment	yet	but I will starting in October.
2	Washington			that's why I haven't	applied	yet because because of the competition.
3	If you		haven't	fleshed out the argument	yet	you know then that's what we'
4	in the morning			and I wasn't	even awake	yet and uh someone who was staying over
5		<2>	Hmm.	Did you play the Carmen CD	yet	mom at all or..? <3> No. <2> N
6	you just		I don't	know. Not	comfortable	yet but then I became very comfortable t
7	And uh		prices	don't	seem much different	yet but you just wait 'til January and w
8	s well.		<1>	Did you have your dinner	yet	Thelma or not? <5> No. Not yet.
9	re.		<1>	We're not	ready to do dinner	yet are we? <2> No. <1> Do you wan
10	ade it.		I didn't	look at the directions	yet	but... <1> Oh okay. <4> It loo
11	ke every		you know.	<1>	He didn't	eat yet did he? <2> No I'm holding him.
12	gets gets		bigger	but it doesn't	explode	yet because all that energy hasn't been
13	hat one		doesn't	get the get the flowers	yet	either. <1> No. <2> Maybe it's
14	hem in a		dark room.	And it didn't	grow.	Yet my bagels on the counter molded wit
15	ix of the		teachers	because there hasn't	yet	been one and... <2> Is there a li
16	even know		but we're	here now and I have	yet	to eat anything. <5> Or whatever
17	me constraint.		We don't	know what it is	yet	cause we don't know how long it's go
18	out yet		and they	don't	know what it is	yet cause it could mean that something's
19	omen's size		eight.	I'm not	done with it	yet though. I've got to do the other one
20	gned it		yet.	<2>	He hasn't	signed it yet and I'd like to add that clause about
21	now if...		I don't	think she'll	start it	yet. I don't know. She may. If she says
22	happen.		You don't...	I haven't	seen it	yet but it doesn't mean I never will. If
23	m not		ready to	give up on the idea	just	yet because it seems like there's someth
24	mini write		up for those	who don't	know	yet is like two paragraphs. Let's say yo
25	b things		to these two	but we don't	know	yet right? <2> Yeah. Well we... He di
26	s before		the prom	still hasn't	asked me	yet and I'm sitting there like what and

The corpus itself is a pool of information about a language or aspect of a language from which a variety of understanding can be made (Spiri, 2012). McCarten (as cited in Spiri, 2012) lists several aspect of a language that teachers and learners can understand more deeply by making use of corpora. Such aspects include: “frequency, differences in speaking and writing, contexts of use, collocation, grammatical patterns, and strategic use of vocabulary” (p.3). Furthermore, Yanto & Kwary (2012) explained that in every English class, it is not uncommon to find some students who raise critical questions that need descriptive instead of prescriptive answers. For example, consider a student who looks up the prepositions of the word *bored* in OALD8, and he/she is not satisfied with the information given in the dictionary. OALD8 only states that the word *bored* is followed by the preposition *with*. Nevertheless, this critical student thinks that he/she has seen somewhere in the internet that the word *bored* can be followed by other prepositions. In responding to this, we can use corpus tools to provide descriptive answers. If we want to show them how the word *bored* is actually used in the American English, we can use the *Corpus of Contemporary American English* (COCA) which is available for free.

Figure 2: COCA search result for the word 'bored' followed by prepositions



A concordance program, also called a concordancer, is an essential tool for corpus linguistics to search for target words in a corpus and generate analyses of the words. The program not only produces concordances, but also provides a range of text analysis, such as frequency information and collocation patterns. In other words, these tools extract out instances of words or tags (or sequences of words/tags), and present them to the users, as can be seen in the figure 3 below:

Figure 3: A concordance for the word 'however'

1                   sing itself to such possibilities, **however** , A Bend in the River, for all its a  
2                   rine of diminished responsibility. **However** , a central element in the common-la  
3                   targets by wearing a Celtic scarf. **However** , a closer look at the supposedly mo  
4                   probably unhelpful (Simpson 1976). **However** , a cognitive therapy approach to he  
5                   . Even apart from such exceptions, **however** , a contract not made in the require  
6                   ischarge in that area. More often, **however** , a discharge will have been noticed  
7                   ferent countries. From 1860 on, **however** , a dramatic increase in the number  
8                   ient in committing suicide. It is, **however** , a fine line. between aiding suicid  
9                   eir anthropology. It also implied, **however** , a further difference from the earl  
10                   may well seem perverse. There is, **however** , a good deal of information in the  
11                   ir and construction of body cells. **However** , a high-protein diet need not be ex  
12                   cribed to mere accident. There is, **however** , a large variety of killings which  
13                   ndment Act to be unconstitutional. **However** , a law dealing with the national si

Regarding grammar teaching approach through concordance line, it can be distinguished into corpus-based, corpus-driven, and corpus-informed (McCarthy, 2004). In a corpus-based approach, structures or patterns to be taught are identified in a top-down direction; they are decided by reference to a particular theory, and the role of the corpus is to provide details about their frequency and distribution. In a grammar classroom, this will generally translate into tasks in which the teacher selects a particular grammatical feature and

students then interrogate a corpus for it. The corpus findings will then illustrate the uses of that feature.

In corpus-driven investigation, teachers and students start out with minimal assumptions about which structures to look for, and by relying almost entirely on basic units such as word. They search a corpus for repeated patterns. In the classroom, this may materialize as bottom-up activities, such as data-driven learning tasks (Johns, 2002). In these, students generate hypotheses about the data or develop questions about grammar from other activities, analyze concordances, and confront their initial expectations.

The corpus-informed approach originates in the application of corpus linguistics to pedagogy, unlike the previous techniques which emerge out of research. A basic principle is that “corpus data alone does not dictate an instructional syllabus “(McCarthy, 2004, p.15). As a result, materials writers are free to take actions that would be frowned upon in the two previous orientations, including adapting examples and sequencing teaching points regardless of their frequency in a corpus.

The above-mentioned information has illustrated the importance of corpus in teaching grammar. However, the implementation of grammar instruction through corpus in the Indonesian College English classes remains under-explored. Therefore, the present study examines the extent to which corpus-informed data can create motivating and successful English grammar learning by posing two questions: (1) How is the implementation of corpus-informed data in English grammar pedagogy? and (2) What are the students’ responses to such a teaching procedure?

## **METHODS**

This study took place at a state university in Karawang, West Java, Indonesia. We chose the university because of two considerations: (1) learning processes at this university were supported by well-equipped learning facilities including installed classroom projectors, broadband Wi-Fi internet networks, language laboratory, and a library, and (2) the authors got an entry access to this university. Since this research aimed to explore how corpus was used in teaching grammar and to reveal students’ responses to the use of corpus in teaching grammar, interpretative & phenomenological study was adopted.

The participants were 20 Indonesian undergraduate students in an English Education department. They were taking a course *Basic English Structure* taught by co-author from 9.00-11.00 am every Monday during August until December 2016. The participants were 17 females and 3 males. Their English proficiency ability ranged from elementary to intermediate based on a TOEFL paper-based placement test.

In this *Basic English Structure*, students were taught grammatical rules and given specific information about them, and then the students applied these rules when they used English – it is called deductive way. In fact, grammar is not always as it is. In the contrary, it seems to be more challenging and valuable for students to discover the rules by themselves. For this reason, Co-authors and I applied corpus-informed data in teaching grammar to one class of the first grade students of English Education program in order to increase students’ awareness of discovering rules from the students’ experience in learning grammar by using corpus. This class was carried out in regular class periods.

Mostly, the traditional pedagogical procedures to teaching grammar are through a process of: (1) the teacher presents information to the student, (2) the student practices with this information, and (3) the student produces new content. In contrast, in this study, teaching procedure was outlined as follows. Students were working in groups of four equipped with a unit of notebook with the Internet connection to work on online corpus, that is, British National Corpus (BNC). The grammar portion was taught with Data-driven Learning (DDL), sometimes called “Corpus-aided Discovery Learning.” It consisted of four steps. First, students in groups followed a worksheet with certain grammar points to be discussed including the passive voice and conditional sentence. This would guide the students through the concordancing lines to determine particular information or patterns. By working in groups, the students shared their discoveries, offered each other support, and were engaged and motivated. They would explore the usage of the three grammar points, as mentioned above, and wrote down the results. The time allotted for this inductive DDL exercises was about 30 minutes.

In the second step, students reported their findings to the class, and the teacher explained the patterns and rules they found. The teacher provided explicit explanations about the three grammar points discussed. In this step, the students would confirm and correct their hypotheses they built in the first step. In the third step, the teacher gave the students a worksheet of follow-up exercises including consolidation and production tasks for homework. In the fourth step, feedback was given to the follow-up tasks. This occurred in the next class; the teacher checked the answers to the follow-up activities from the previous class and confirmed their understanding of the language use.

To examine students’ responses to the activities of incorporating corpus-informed data into English grammar pedagogy, the data were collected with two research instruments: a questionnaire and an interview. Before both tasks were conducted, the participants were presented with grammar topics, i.e., conditionals and passive voices through concordance lines. After corpus-based grammar instruction, the researchers administered the questionnaire, asking the participants to complete it in 15 minutes and then interviewing each participant for approximately 20 minutes. The questionnaire asked their opinions and attitudes towards the corpus-informed teaching of English grammar. According to Dörnyei (2003), administering a questionnaire to a group of people can provide a huge amount of information about the opinions, attitudes, beliefs, interests, and values of research participants. The items in the questionnaire were mostly adopted from the studies of Girgin (2011). The Table 1 below presents the questionnaire items in which the students selected one of the six options

Table 1: The questionnaire items

Items	1	2	3	4	5
1. What do you think the difficulty of learning English grammar through corpus-informed activities?	Very difficult	←————→			Very easy
2. How useful do you find learning English grammar through corpus-informed activities?	Very useless	←————→			Very useful
3. I think that learning English grammar through corpus-informed activities is more difficult than learning English grammar through a course book.	Strongly disagree	←————→			Strongly agree
4. I think that learning English grammar through corpus-informed activities is more boring than learning English grammar through a course book.	Strongly disagree	←————→			Strongly agree
5. How do you evaluate your own participation in the course while learning English grammar via corpus-informed activities?	Very inactive	←————→			Very active
6. Using corpus-informed activities in learning of English grammar structures improved my English grammar skill.	Strongly disagree	←————→			Strongly agree
7. Using corpus-informed activities in learning of English grammar structures increased my confident about learning English grammar.	Strongly disagree	←————→			Strongly agree
8. I prefer using corpus-informed activities in learning of English grammar structures to using a course book in learning of English grammar structures.	Strongly disagree	←————→			Strongly agree
9. I think that corpus-informed activities are more helpful than a course book in learning of English grammar structures.	Strongly disagree	←————→			Strongly agree
10. I really felt positively towards using corpus informed activities in learning of English grammar structures.	Strongly disagree	←————→			Strongly agree
11. I recommend that lecturers should use corpus-informed activities so as to teach grammar structures in EFL classes.	Strongly disagree	←————→			Strongly agree

Adopted from Girgin (2011)

The first two items required the students to directly specify their opinions regarding the difficulty and usefulness of the corpus-based activities used in the experiment. While items 3 and 4 required the students to compare the use of corpus-based activities with the use of course book in grammar learning in terms of their boringness and difficulty; the fifth item required the students to evaluate their own participation in the course while learning the grammar structures via corpus-based activities. Items 6 and 7 required the students to directly specify their opinions about whether using corpus-based activities in grammar instruction increased their confidence in grammar learning and improved their English grammar skill. While Item 8 was constructed in order to require the students to specify their preferences (i.e., corpus-based activities or a course book) in grammar learning, item 9 required the students to compare the use of corpus-based activities with the use of course book in grammar learning in terms of their helpfulness. Items 10 and 11 intended to tap into the students' attitudes and recommendations regarding the use of corpus-based activities in grammar learning.

In addition, the interview aimed to obtain more information about the participants' perceptions of these activities. All interviews were conducted in Indonesian and the scripts

were translated into English. All of these encounters were digitally recorded with the permission on the participants. All of the interview data were transcribed, sorted out, and labeled as emergent finding themes. All of the data were analyzed through an interpretative and narrative lens.

McNamara (1999) asserts that interviews are very useful for understanding the story behind research participants' experiences, and they are also useful as follow-up to particular respondents to questionnaires in order to further examine their responses. In addition, in a semi-structured interview format, each respondent's individual case can be freely explored in greater detail (Williams & Burden, 1999). Therefore, we decided to use semi-structured interviews in this study in order to further explore the students' attitudes towards using corpus-based activities in grammar learning.

The interviews were conducted with 10 students. The students were asked to participate in the interview session after the attitude questionnaire was analyzed. Each interview in the focus groups was conducted in Indonesian with an aim to ease the task and obtain more reliable data, and the interviews were also audio-taped. Seven questions were asked which was adopted from the study of Girgin (2011). Seven questions were asked to the participants. While six of them were repeated questions that were previously asked in the questionnaire, only one question was not from the questionnaire, and it was asked in order to require the students to directly specify their opinions regarding the bareness of using the concordance lines to formulate the rule for the grammar structures.

The six questions were chosen from the questionnaire because it was thought that more detailed information was needed from the students on those six questions. While two of them required the students to compare corpus-informed grammar activities with the course book grammar activities in terms of their difficulty and boringness, three of them required the students to specify their opinions about whether corpus-informed activities increased their confidence about learning English grammar, whether they would recommend that teachers should use corpus-informed activities so as to teach English grammar structures, and whether they participated actively in the course while their teacher was teaching the grammar structures via corpus-informed activities. The last question asked aimed to tap into the students' attitudes towards the use of corpus-informed activities in grammar instruction.

## **FINDINGS AND DISCUSSION**

The implementation of corpus-aided discovery learning was conducted as follows. Students are working in groups of four equipped with a unit of notebook with the Internet connection to work on online corpus, that is, British National Corpus (BNC). Then the teachers set the students some tasks. First, students in groups followed a worksheet with certain grammar points to be discussed including the passive voice and conditional sentence to explore the various patterns of passive voice and conditional sentence in a native corpus. This would guide the students through the concordancing lines to determine particular information or patterns or get them to formulate the usage rules for this form. For this, by working in groups, the students would be put in front of a concordance program on a computer through these steps: (1) connect to <http://corpus.byu.edu/bnc/>, (2) enter search query: selected and (3) examine the results and reach a conclusion. These steps were with some assistance from the teachers. Then the students shared their discoveries and offered each other support, and were engaged and motivated. They

would explore the usage of the two grammar points, as mentioned above, and wrote down the results. The time allotted for this inductive DDL exercises was about 30 minutes.

Second, students reported their findings to the class and the teacher explained the patterns and rules they found. The teacher provided explicit explanations about the two grammar points discussed. In this step, the students would confirm and correct their hypotheses they built in the first step. In the third step, the teacher gave the students a worksheet of follow-up exercises including consolidation and production tasks for homework. In the fourth step, feedback was given to the follow-up tasks. This occurred in the next class; the teacher checked the answers to the follow-up activities from the previous class and confirmed their understanding of the language use.

The participants taking part in this research mostly realized the advantages of using corpus data to learn grammar. Most of them seemingly had a very positive attitude towards corpus-informed grammar learning as it is considered to be an authentic tool in grammar learning through an inductive procedure. Some of their opinions are presented below:

*I think learning grammar through corpus is happy enough because from this activity I get a new way to learn grammar without relying on course book. (Participant #1)*

*I like learning grammar through corpus since corpus connected with Internet. When I faced a difficult word I can browse it directly to corpus. And Corpus is up to date for this current situation. (Participant #2)*

*I am happy learning grammar through corpus since I can know the authentic English and I am not worry that My English is out of date. I like learn English through corpus than a course book. (Participant #3)*

In particularly, the majority of participants claimed that corpus was a very useful tool to learn grammar. Also, most of them thought that learning English grammar through concordance lines was better than that a course book in terms of corpus provided authentic materials and it was up-to-date materials.

Based on the participants' attitude questionnaires results after two-week treatment shown by table 2, 20 participant students were required to fill in an attitude questionnaire that was designed to target their attitudes towards the use of corpus-informed activities in English grammar instruction. The questionnaire, which was in a Likert-scale format, included 11 items rated on various five-point scales. Additionally, 10 out 20 participants were asked to respond to seven questions in the interview session. Six of the questions asked in the interviews were repeated questions that were previously asked in the questionnaire; only one question was not from the questionnaire.

The data obtained from the students' responses to the questions asked in the interviews were analyzed under the evidences of the interview questions, which were intended to support and clarify the questionnaire data. Thus, after presenting the quantitative data for a particular questionnaire item, the qualitative data which were related to that particular question was presented.

The data obtained from the students' responses to the questionnaire were entered into SPSS, and a Cronbach Alpha coefficient was calculated for the overall reliability of the questionnaire. The Cronbach's Alpha coefficient for the whole questionnaire was .898. The frequencies for each of the responses to the items were then examined. Table 1 below presents the summary of students' responses to Likert scale attitude questionnaires and table 3 below presents the means, overall mean, and frequencies for items 1-11 in the attitude questionnaire.

*Table 2: Summary of students' responses to Likert scale attitude questionnaires*

Rating	1	2	3	4	5
Question 1 on difficultness of corpus use	Very difficult <b>0 (0%)</b>	Difficult <b>6 (30%)</b>	Somewhat <b>10 (50%)</b>	Easy <b>3 (15%)</b>	Very easy <b>1 (5%)</b>
Question 2 on usefulness of corpus use	Very useless <b>0 (0%)</b>	Useless <b>0 (0%)</b>	Somewhat <b>6 (30%)</b>	Useful <b>7 (35%)</b>	Very useful <b>7 (35%)</b>
Question 3 on comparativeness of corpus use and a course book use	Strongly disagree <b>1 (5%)</b>	Disagree <b>5 (25%)</b>	Somewhat <b>4 (20%)</b>	Agree <b>5 (25%)</b>	Strongly agree <b>5 (25%)</b>
Question 4 on boredom of corpus use and a course book use	Strongly disagree <b>1 (5%)</b>	Disagree <b>10 (50%)</b>	Somewhat <b>4 (20%)</b>	Agree <b>4 (20%)</b>	Strongly agree <b>1 (5%)</b>
Question 5 on students' participation of corpus use in learning grammar structures	Very inactive <b>0 (0%)</b>	Inactive <b>3 (15%)</b>	Somewhat <b>11 (55%)</b>	Active <b>6 (30%)</b>	Very active <b>0 (0%)</b>
Question 6 on students' improvement of corpus use in learning grammar structures	Strongly disagree <b>0 (0%)</b>	Disagree <b>3 (15%)</b>	Somewhat <b>2 (10%)</b>	Agree <b>10 (50%)</b>	Strongly agree <b>5 (25%)</b>
Question 7 on students' confidence of corpus use in learning grammar structures	Strongly disagree <b>1 (5%)</b>	Disagree <b>0 (0%)</b>	Somewhat <b>13 (65%)</b>	Agree <b>3 (15%)</b>	Strongly agree <b>3 (15%)</b>
Question 8 on students' preference of corpus use in learning grammar structures	Strongly disagree <b>3 (15%)</b>	Disagree <b>4 (20%)</b>	Somewhat <b>8 (40%)</b>	Agree <b>2 (10%)</b>	Strongly agree <b>3 (15%)</b>
Question 9 on helpfulness of corpus use	Strongly disagree <b>1 (5%)</b>	Disagree <b>5 (25%)</b>	Somewhat <b>7 (35%)</b>	Agree <b>3 (15%)</b>	Strongly agree <b>4 (20%)</b>
Question 10 on students' positiveness of corpus use in	Strongly disagree <b>0 (0%)</b>	Disagree <b>1 (5%)</b>	Somewhat <b>6 (30%)</b>	Agree <b>7 (35%)</b>	Strongly agree <b>6 (30%)</b>



learning grammar structures					
Question 11 on students' recommendation of corpus use in learning grammar structures	Strongly disagree <b>1 (5%)</b>	Disagree <b>2 (10%)</b>	Somewhat <b>11 (55%)</b>	Agree <b>2 (10%)</b>	Strongly agree <b>4 (20%)</b>

Table 3: Summary of students' responses to attitude questionnaires

Items	1	2	3	4	5	N	Mean	Std Dev.
1. What do you think the difficulty of learning English grammar through corpus-informed activities?	Very difficult	←————→			Very easy	20	2.95	0.83
2. How useful do you find learning English grammar through corpus-informed activities?	Very useless	←————→			Very useful	20	4.05	0.83
3. I think that learning English grammar through corpus-informed activities is more difficult than learning English grammar through a course book.	Strongly disagree	←————→			Strongly agree	20	3.4	1.27
4. I think that learning English grammar through corpus-informed activities is more boring than learning English grammar through a course book.	Strongly disagree	←————→			Strongly agree	20	2.70	1.03
5. How do you evaluate your own participation in the course while learning English grammar via corpus-informed activities?	Very inactive	←————→			Very active	20	3.15	0.67
6. Using corpus-informed activities in learning of English grammar structures improved my English grammar skill.	Strongly disagree	←————→			Strongly agree	20	3.85	0.99
7. Using corpus-informed activities in learning of English grammar structures increased my confident about learning English grammar.	Strongly disagree	←————→			Strongly agree	20	3.35	0.93
8. I prefer using corpus-informed activities in learning of English grammar structures to using a course book in learning of English grammar structures.	Strongly disagree	←————→			Strongly agree	20	2.90	1.25
9. I think that corpus-informed activities are more helpful than a course book in learning of English grammar structures.	Strongly disagree	←————→			Strongly agree	20	3.20	1.20
10. I really felt positively towards using corpus informed activities in learning of English grammar structures.	Strongly disagree	←————→			Strongly agree	20	3.90	0.91
11. I recommend that lecturers should use corpus-informed activities so as to teach grammar structures in EFL classes.	Strongly disagree	←————→			Strongly agree	20	3.30	1.08
<b>Overall</b>							3.34	1.00

As seen in Table 3, the overall mean of the mean scores of the students who completed the attitude questionnaire shows that the students' attitudes were somewhat neutral towards using corpus-informed activities in grammar instruction. The frequencies presented for the first item show that half of the whole students who completed the attitude questionnaire found learning the grammar structures through corpus-based activities somewhat difficult; however, the other 4 students (20%) found learning the grammar structures through corpus-based activities somewhat easy. However, there were 13 students (65%) who responded to the first

question by selecting either 3 or 4, which indicates that the majority of the students had mixed, uncertain, or conflicting feelings about the difficulty of using corpus-informed activities in grammar instruction.

When the students were asked to compare using corpus-informed activities with the use of course book activities in grammar instruction in terms of their difficulty (item 3), half of the students agreed with the idea that learning the grammar structures via corpus-informed activities was more difficult than learning them via the course book. When this question was asked to the students in the interviews, half of the participant (50%) agreed that corpus-based activities were more difficult than the activities that the course book presented. One of the students (5%) said that:

*Learning English grammar both passive voices and conditional sentences through corpus is very difficult than that course book. Since, by using corpus, I don't know what the formula/pattern and the explanation for the material being presented. This is my first experience using corpus. So, I have not got any information about it before.*

The student's response shows that there was a difficulty learning passive voices and conditional sentences which the student had experienced through using corpus-informed activities. However, two of the students (10%) stated that using corpus-informed activities was easy for them because they could find a lot of grammar structures (passive voice) through these activities. They stated that they would learn passive voice easily through the activities that the course book presented; however, they agreed that they had difficulty in the learning of third conditional through these activities.

When the students were interviewed whether they had difficulty in analyzing the concordance lines, the majority of the student participants had very similar answers. One of the students stated that:

*Deriving the rules of the grammar structures through the concordance lines seemed more difficult than understanding the rules of the structures through the course book. When the teacher firstly showed us the concordance lines on a computer screen without any explanation, it was so difficult to understand the sentences on concordance lines because the sentences did not mean anything. I thought each line is a fragment of text or it is not a full sentence. Also I thought each line is from a different text, which is not an authentic experience of language at work. That's why, I felt psychologically negatively towards using the concordance lines in the first time. However, after we worked on the leading questions with the help of the teacher, it was easier for us to analyze the concordance lines.*

The student's response shows that the appearance of the concordance lines seemed very challenging for the students at first. The majority of the students stated that they needed help or guidance from the teacher in order to analyze or understand the concordance lines. The frequencies presented for the second item in the questionnaire show that 14 students (70%)

found using corpus-informed activities in the learning of grammar structures useful. However, the frequencies for item 9 show that six students (30%) disagreed with the idea that corpus-based activities helped them learn the grammar structures better than the course book. Thus, it is interesting to note that even though the majority of the students considered using corpus-informed activities useful in order to learn English grammar structures, they did not think that corpus-informed activities were more helpful than the course book in learning English grammar structures.

When the students were asked to directly specify their preferences (i.e., learning grammar structures via a course book or via corpus-informed activities), 15 students (75%) disagreed with the idea that they would prefer using corpus-informed activities in grammar instruction to learn English grammar structures (item 8). Additionally, the frequencies for item 11 show that the 14 students (70%) disagreed with the idea that instructors should use corpus-informed activities to teach English grammar structures in EAL classes; however, 6 students (30%) thought that it would be a good idea for instructors to use corpus-informed activities while teaching English grammar structures to EAL learners, as stated by one of the students:

*I really recommend that teachers should use corpus-informed activities in EAL classes; however, I think that there are some grammar structures that a course book can teach better than corpus-based activities. In other words, teachers should use the activities in balance. I do not think that all grammar structures can be taught via corpus-informed activities. If teachers think that one particular grammar structure of English can be understood when it is taught via corpus-informed activities, they should teach it via these activities; however, if they think that some of the structures of English cannot be understood when they are taught via corpus-informed activities, they should use course books to teach these structures. I think that teachers should be trained in the first place in order to know which of the grammar structures of English can be understood when they are taught via corpus-informed activities. (Participant #4)*

The analysis of the student's response reveals that corpus-based activities can be used in order to teach some grammar structures of English in EAL classes proportionally with a course book. However, all students agreed with the idea that teachers should be given training before using corpus-based activities in EAL classes.

The frequencies presented for item 10 in the questionnaire show that only one student disagreed with the idea that they really felt positively towards using corpus-based activities in learning grammar. However, 19 students (95%) responded positively to the question. Additionally, when this question was asked in the interviews, the majority of the students' comments demonstrated that they benefited from using corpus-informed activities. While some students stated that they felt positively towards using corpus-informed activities in grammar instruction because they generally thought that the effects of learning English grammar via formulating the rules of the grammar structures would last longer than those of learning English grammar via reading the rules of the grammar structures, some of them agreed that they felt positively towards using these activities because they thought that these tools directed them into a new way in learning grammar and they would be more confident in ICT era.

When the students were asked to compare the use of corpus-informed activities with the course book activities in terms of their boringness, 11 students (55%) disagreed with the idea that using corpus-based activities in grammar instruction was more boring than using a course book (item 4). Additionally, when this question was repeated again in the interviews, all students agreed that they liked using corpus-based activities in learning grammar. They agreed with the idea that using corpus-informed activities was not boring compared to using the course book to learn English grammar structures. When they were asked about the reasons why they thought so, some of them stated that deriving the rules of the grammar structures was something new for them, and some of them stated that the activities presented for them were more different and diverse compared to the activities that the course book presented. Only six students (30%) stated that using corpus-based activities was more boring than using the course book. They stated that using the concordance lines was very time-consuming in order to understand the rules of the grammar structures. They thought that reading the rules and working on the exercises afterwards were more enjoyable than trying to formulate the rules on their own in order to work on the exercises. They thought that using the concordance lines was very confusing.

The frequencies presented for item 6 reveal that fifteen students (75%) responded that using corpus-informed activities improved their English grammar skill. Only three students (15%) disagreed with the idea that using corpus-informed activities helped them improve their English grammar skill. Additionally, the frequencies presented for item 7 reveal that five students (25%) agreed with the idea that using corpus-informed activities increased their confidence about learning English grammar. Only one student (5%) disagreed that these activities helped them increase their confidence about learning English grammar; the remaining participants were neutral (65%). When this question was asked again in the interviews, almost all students (95%) informed that using corpus-informed activities in learning grammar increased their confidence.

The frequencies presented for the fifth item show that most of the students (55%) thought they were somewhat inactive in the course while the instructors were teaching the grammar structures via corpus-informed activities. Only 6 students (30%) thought that they participated actively in the course while the instructors were teaching the grammar structures via corpus-informed activities. However, when this question was asked again in the interviews, the majority of the students agreed that they participated actively in the course while the teachers were teaching the structures through corpus-informed activities. They stated that they did not want to raise their hands when the teachers asked them to analyze the concordance lines because they did not understand what the sentences in the concordance lines meant. However, when the teachers gave them the papers on which they saw the leading questions, they knew that they were required to answer the questions on the papers. As the questions required the students to derive the rules of the grammar structures from the concordance lines, they stated that they started to raise their hands in order to answer the questions on the leading question papers. Thus, the majority of the students agreed that they had to participate in the course actively because of the leading questions.

It was found that three questions asked in the questionnaire revealed different results when they were repeated in the interviews. The students' responses to one of the questions asked in the questionnaire revealed that 11 students (55%) were somewhat inactive and 3

students (15%) were inactive in the course while the teachers were teaching the grammar structures via corpus-based activities; however, when the same question was repeated in the interviews, the students' responses to the question demonstrated that the interviewed students felt that they had participated actively during these activities.

Moreover, the students' responses to one of the questions asked in the questionnaire demonstrated that 3 students (15%) disagreed and 11 students (55%) were neutral with the idea that teachers should use corpus-informed activities in EAL classes; however, when the same question was repeated in the interviews, the students agreed with the idea that teachers can use corpus-informed activities in EAL classes.

The results described above revealed some conflicts between the questionnaire responses and the interview data, even though the interview data supported some of the quantitative data obtained through the questionnaire. The results of the questionnaire revealed that the students, who were inexperienced EFL learners, held neither negative nor positive attitudes towards using corpus-informed activities in their grammar learning. Their attitudes were found to be somewhat neutral towards using these sources in the learning of English grammar. However, the students who were interviewed appeared to demonstrate more positive attitudes towards using these sources in their grammar learning.

## CONCLUSIONS

This study has shown that Incorporating Corpus-Informed Data into English Grammar Pedagogy can enhance students' language awareness, increase their appreciation of context in language use and their critical understanding of grammar, and promote discovery learning in order to make learning more effective (Liu & Jiang, 2009). In addition, the EAL students obviously enjoyed learning grammar using concordance lines since they thought it was a new way in learning grammar, and language corpora provided a lot of authentic materials and rich language description such as lexicogrammatical patterns and the frequency of these patterns. This made students satisfied with the exploration into language data offered by corpora. They also seemed to begin to understand some grammar points they had unsuccessfully learnt through traditional tools e.g., memorization.

In fact, grammar is not always something to be taught in a deductive way i.e., rule-based teaching; in contrast, it appears to be more challenging and useful for students to discover the rules by themselves (Sripicharn, 2012). Corpus-informed material can be motivating because teachers and students can be sure that the language they are practicing is up-to-date, used in everyday situations. It is not artificial or invented language but consists of the most widely used grammar (McCarthy, 2004).

Three important instructional implications can be drawn from the findings of the study. First, Language corpora are very beneficial for language pedagogy since language corpora help students learn about certain language uses that are not available in any of the traditional tools. In addition, corpora allow students to examine these language features in context. Second, students who like to use dictionaries and grammar books as references still can benefit from corpora and use them as a 'complement' to these traditional tools. Third, corpora helps students get a broader view of language (i.e., corpora can compare spoken and written languages). Fourth, teachers have an important role in using corpus in order to teach language in the classroom. Therefore, teachers should be properly trained on how to use corpora first. Fifth,

teachers can serve as a facilitator in the preparation of appropriate corpus-informed lessons as well as providing further explanations to students about English grammar. However, corpus software is not always available for students. Therefore, teachers need to introduce their students to free corpora online.

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## **The Implementation of One-Week-One-Article Program in a Reading Class: A Reflective Practice**

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This article presents my reflections on the implementation of one-week-one-article program. Fifty-three students participated in this program. Every week they presented the article they had read. I found that the majority of students actively participated in this program, showing seriousness in understanding the content of the article, the pronunciation of difficult words, and the flow of the presentation. This program at least promoted three aspects: students' motivation, cooperative learning, and their critical thinking. Even though this program was conducted for university students, it is likely to be working with students of junior and senior secondary school with some modification.

*Keywords:* one-week-one-article program, reflective practice, reading class

*Artikel ini menampilkan refleksi saya terhadap program satu-minggu-satu-artikel. Lima puluh tiga siswa berpartisipasi pada program ini. Setiap minggu mereka mempresentasikan artikel yang mereka telah baca. Saya menemukan bahwa mayoritas siswa aktif berpartisipasi pada program ini, menunjukkan keseriusan mereka untuk mengerti isi artikel, pengucapan kata-kata sulit, and alur dalam presentasi. Program ini setidaknya mempromosikan tiga aspek: motivasi siswa, belajar kooperatif, dan berpikir kritis. Meskipun program ini dilaksanakan untuk mahasiswa, program ini kemungkinan besar dapat juga dilaksanakan untuk siswa SMP dan SMA dengan beberapa modifikasi.*

### **INTRODUCTION**

Vocabulary is a language component which plays an important role in reading, speaking, writing and even listening, so the mastery of this component is vital enough. Vocabulary mastery helps students recognize the meaning of phrases, clauses, or sentences. Besides this, it

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can help them understand reading texts, know the topic of conversation, and comprehend what is being listened. In short, with regard to reading, the vocabulary mastery is needed for students to know the intention of texts, providing them the opportunity to broaden their knowledge.

Contrary to the above notion, however, the mastery of vocabulary does not necessarily improve students' reading skills or guarantee that reading processes would be very easy. This is because reading (in a foreign language) is not only translating texts but also interpreting them. Another thing is that reading involves other aspects such as students' background knowledge, experiences, and previous education. Vocabulary is only one of many aspects to comprehend reading texts.

For students, reading ability is a must. Apart from knowing the subject they are learning, reading can greatly contribute to what they are going to write at the end of the course or study, especially for university students. For university students, exposure to reading during their education may form the habit of reading in life. This habit can create positive attitudes (Day, 2003), and people could become a learning society.

Reading in a foreign language, however, is still a problem for not only school students but also university students, particularly at a private university in the province of Banten, Indonesia where I am teaching now. Based on my observation, apart from not applying proper reading techniques, the students lack vocabulary. These two factors may contribute to their unwillingness to read a lot in a foreign language. Asking students why they seemed uninterested in reading, they told me that they did not know the meaning, did not understand the content of reading texts, were hard to focus on the topic of the texts, and did find difficulty to get detailed information and supporting details of the texts. What the students need are the strengthening of vocabulary (words, phrases and sentences) and the encouragement of reading exposure.

The above-mentioned problems gave me an idea to do a small-scale study implementing one-week-one-article program. This program let the students read articles and understand the messages they conveyed. The program asked students to read, discuss, and present the articles regularly. They had to choose their own article and shared it in the classroom. To sum up, the program - a small-scale study - attempted to investigate to what extent one-week-one-article activity contributed to students' reading ability, and this article is my personal reflections on the program.

## **PROCEDURE**

Fifty-three students participated in this program. They were students taking a reading course in the first semester at a private university in Banten, Indonesia. I was the lecturer of the course. The participants were from three classes (A, B, C). Their English competency was varied, ranging from pre- to post-intermediate level of English proficiency. A few students' English proficiency was considered 'elementary.' However, they were all senior high school graduates, who all got similar instructions and materials during their schooling.

This program lasted for two months. Since the reading course was twice a week and there were four weeks in a month, there were sixteen meetings. At least each student gave presentation twice. Before starting the program, I checked the articles proposed by the students. The aim of checking the articles was to make sure that the articles were not too easy, were

interesting enough for sharing and discussion, and possibly had positive ideas to widen students' horizons. I and students also discussed the topics of the proposed articles.

After we agreed with the articles, students gave presentation. During the presentation, I paid attention to some aspects: flow of idea, use of vocabulary, and understanding of the articles. I made notes of all students' presentations. Apart from observation, I also did interviews and distributed questionnaire.

## **REFLECTIONS ON THE PROGRAM**

Based on the observation I did, I could conclude that the students from the three classes were serious in preparing the articles which were all about English language, teaching, and education. Even though in terms of speaking most students were not very fluent in English, they showed an attempt to make their presentation understandable to their classmates.

Before the presentation, many of them came to me for discussing word pronunciation. They also asked each other to make sure if their pronunciation was correct or wrong. In addition to trying to find how to pronounce particular words correctly, they also discussed the content of the articles with me and their friends. When discussing it with me, I did not directly tell them but gave them some questions leading to answer their question. I did it to make them think, avoiding spoon-feeding. Composing sentences and arranging them for presentation was a serious problem for most of the students. To avoid this, they also discussed with their friends and sometimes with me. Before the presentation, I reminded students to give responses to the presenter. In the beginning, it was difficult to encourage participation, but with some clues I gave, responses in the form of questions, comments, and even criticism emerged.

During the presentation, I noticed that most students could give good presentation. In terms of pronunciation, they could pronounce words understandably. They could answer the questions even though I sometimes had to explain to both presenter and listener. Most presenters presented in a good flow, which means that their presentation was quite clear and understandable. Questions asked were categorized as good; a few questions were critical enough.

As mentioned, I also did interviews to find out to what extent this program contributed to students' English language learning. Based on the interview, I found that the majority of the students prepared their presentation well. The preparation started from trying very hard to understand the articles to finding how to pronounce particular words. This supports my observation. While in the observation during the implementation of the program I sometimes came across a group of students discussing the articles in the school premises, in the interview they told me that they did discussion with their friends.

Another finding from the interview was that students practiced a lot. What they practiced was how to deliver pronunciation and to pronounce words correctly. Most of them practiced with their friends, and a few of them practiced at home. They also informed that the most difficult part in this program was understanding the content of the article. So, there were two big challenges in this program. One was reading the article, and the other was presenting it. In order to understand the content of the articles, they told me that they applied such reading strategies as skimming, scanning, finding the topic, and determining supporting details. Some other students applied previewing and predicting. A few did translation.

The last method to get information with regard to this program was questionnaire. I found that the majority of students liked to learn reading. 83% of the participants said that they enjoyed reading the articles, so they read seriously. However, considering that the students did not read a lot in their daily life was because this program was a compulsory activity in a reading course, so their reading activity was extrinsically motivated. They just expected a good score for this course.

When asking students' preferences in learning English, I found various answers. 75% of the students liked to practice English by conversation, and 64% of them liked to study at home. Among the activities students liked to do at home were watching English programs, reading English newspaper and books, etc. For those fond of conversation, presenting the article was one of the appropriate methods facilitating their preference, while those who like reading, the one-week-one-article program was suitable.

There are some reflective thoughts regarding this one-week-one-article program. First of all, this activity encourages motivation even though it may be extrinsic motivation. Their motivation was driven by the reward they would get after completing the course. It has been widely believed that motivation is important in education, including in the EFL teaching and learning processes as indicated by some authors (e.g. Cai & Zhu, 2012; Chen, Warden, & Chang, 2005; Papi & Abdollahzadeh, 2012). This extrinsic motivation, however, is expected to make them aware of the importance of reading, which then turns into intrinsic motivation. Based on my findings, this activity was also quite challenging. This may be one of the factors that also spurred their motivation. On the other hand, we need to be careful not to give very difficult task which could make students feel discouraged.

Secondly, this one-week-one-article program encourages cooperative learning. The cooperative learning happens when the students discussed the content of the articles, the meaning of particular words, and the way to deliver good presentation. This kind of interaction teaches them how to communicate, interact with other people, and negotiate meaning. Some authors have also indicated the importance of cooperative learning in the EFL (e.g. Jalilifar, 2010; Seileek, 2012; Shaaban, 2007). Some advantages of cooperative learning shown by the studies are, among others, improving students' communication skills, reducing students' anxiety, and promoting students' autonomy.

The final positive effect of one-week-one-article program is encouraging students' critical thinking skills. This can be shown by the interaction among students during presentation in which students gave responses to or asked the presenter. Some questions asked sometimes required the presenter to think, opine, or give reasons and argument. These three activities can encourage critical thinking (Ilyas, 2016a, 2016b). Other authors also mention the importance of critical thinking, and some studies on critical thinking in EFL have been conducted, with the results showing very positive contributions (e.g. DeWaelche, 2015; Hashemi & Ghanizadeh, 2012; Kamgar & Jadidi, 2016)

## **CONCLUSIONS**

This one-week-one-article program has given a promising contribution, with possible benefits including increasing EFL learners' motivation, promoting cooperative learning, and encouraging their critical thinking. This program is even practical; however, the teacher has to be ready with students coming for discussion outside the classroom. With the number of

students reaching fifty-three, this program consumes much time, even though I have to admit that this program is successful enough.

Students participated in this program were university students. With some modification, it may be successful to junior or senior secondary school students. Two skills can be encouraged when implementing this program: reading and speaking. Besides this, the skill of sentence construction may be promoted considering that students need to arrange sentences before delivering speech.

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## **Historical Perspective: The Development of Critical Thinking in Indonesian ELT**

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Even though critical thinking has been included in education system in Indonesia, it is unlikely to be widely implemented in teaching-learning processes in all levels of education in this country. Indonesian ELT (English Language Teaching) can actually play a role in promoting critical thinking in education. However, the development of ELT in this country since colonial to present era does not seem to facilitate students' critical thinking skill. This article presents historical perspective with regard to ELT and critical thinking. The first part reviews the history of Indonesian education which did not promote critical thinking, followed by the historical development of Indonesian ELT. The third part discusses socio-political condition which could be partly solved by promoting critical thinking in education and society. The final part suggests incorporation of critical thinking into English textbooks as ELT can also be used as a vehicle for teaching critical thinking.

*Keywords:* historical perspective, critical thinking, Indonesian education, ELT textbooks

*Meskipun berpikir kritis telah dimasukkan ke dalam tujuan pendidikan di Indonesia, berpikir kritis sepertinya belum diterapkan secara luas dalam proses pembelajaran di seluruh tingkat pendidikan di negeri ini. Pendidikan bahasa Inggris (ELT) sebenarnya dapat memainkan peran penting dalam mempromosikan berpikir kritis. Namun perkembangan ELT di negeri ini sejak zaman penjajahan hingga saat ini belum mendorong siswa untuk berpikir kritis. Artikel ini menyajikan perspektif sejarah tentang ELT dan berpikir kritis. Bagian pertama membahas sejarah pendidikan di Indonesia yang tidak mempromosikan berpikir kritis, diikuti oleh sejarah perkembangan ELT di Indonesia. Bagian ketiga membahas kondisi sosial-politik yang kemungkinan dapat diselesaikan dengan mempromosikan berpikir kritis di pendidikan. Bagian*

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*terakhir mengusulkan memasukan berpikir kritis ke dalam ELT yang digunakan sebagai kendaraan untuk pengajaran berpikir kritis.*

## **INTRODUCTION**

Emerging during Socrates era and influencing Western education system, critical thinking has now been adopted in education in many non-Western countries, given that there are some doubts that it is almost impossible to teach critical thinking to non-Western students due to cultural differences. Non-Western countries, however, have their own agenda with regard to integrating critical thinking into their education. Malaysia, for example, adopts critical thinking to “fulfil the needs of the developed nation in 2020” (Md Zabit, 2010, p. 26), while Singapore adopts it to, one of the aims, respond to complex changes in globalisation era (Baildon & Sim, 2009).

Even though critical thinking has been included in Indonesian education, its implementation is likely to be unheard. It may be the elusive concept of critical thinking itself, or it might be us, who cannot move away from ‘traditionally monological’ thinking. This article presents the historical perspective of Indonesian education and critical thinking, leading to the development of critical thinking in ELT, discusses socio-political condition in this country which, in part, may be able to be solved by teaching critical thinking, and argues the importance of integrating critical thinking into Indonesian English textbooks since Indonesian English teachers still heavily rely on textbooks. In fact, there are at least two advantages of incorporating critical thinking into English language teaching. Firstly, it can improve students’ language skills, and secondly, it can facilitate students’ critical thinking skills.

## **CRITICAL THINKING, ELT, SOCIO-POLITICAL CONDITION AND TEXTBOOKS**

### **Critical Thinking in Indonesian Education**

The quality of education in Indonesia is still considered unsatisfactory. In 2001, the PERC (Political and Economic Risk Consultancy) reported that Indonesia had the worst education system of 12 Asian countries considered, and Nilan (2003) found that Indonesian pupils “are encouraged to learn by rote and produce lists of facts in compulsory examinations, an approach which neither stimulates creativity nor provides better foundations in English, mathematics and computer skills, all of which are needed to develop a globally competitive economy” (p. 566). On the other hand, critical thinking, along with creativity, innovation, independence and tolerance is one of educational objectives that has been officially written into the Regulation of the Republic of Indonesia Number 17 Year 2010 Regarding Educational Management and Administration.

From the historical perspective, education during the colonial era was not intended to promote critical thinking. The Netherlands, which colonized Indonesia for longer than Portugal, Spain, England, or Japan, built schools all over the Indonesian archipelago; nevertheless, the schools were set up for the betterment of the colonial government. For example, the schools were divided into two categories: one for locals and the other for foreigners. Local people could only study until the elementary level, as it was almost impossible for them to continue their education at higher levels. This was intended to produce

low-level administrative employees of the locals, in favour of Dutch enterprises, while controlling Indonesian viewpoints (Handayani, 2008).

During the Dutch colonial era, Protestant priests from *Utrechtse Zending Genootschap* came to Indonesia and also built schools, though their purpose was not to promote independence, critical thinking or intellectual awareness. They came to Indonesia with a mission to spread religion. For example, in Bali, they built HIS (Hollands Inlandse School) to attract locals to attend so they could teach them Christianity (Agung, 1993). The Protestant missionaries showed their serious intent in spreading Christianity by building a school for Bible teachers named *Hulpzendingen* in South Sulawesi province in 1868 (Hermawan, 2007).

The Dutch mission to restrain the intellectual level of Indonesians was not fully successful. A result of this formal education, including that provided by missionaries, was the kindling of awareness of a desire for independence. The intellectual awakening of native Indonesians gradually grew, and many of these individuals built schools, including Islamic schools, that were not affiliated with the colonial government. This showed a good foundation of the development of critical thinking in Indonesia, though critical thinking was still not promoted in education under the colonial government. Conversely, the government attempted to curb nationalist movements and arrested those involved in the movement, including Indonesians studying in the Netherlands. The Dutch arrested Indonesian students Bung Hatta, Abdul Madjid and Ali Sastroamidjojo and prosecuted them in Den Haag court (Alam, 2003). They were accused of promoting the liberation of Indonesia abroad, which could threaten the existence of the colonial government.

After independence in 1945, the educational system in Indonesia still did not promote critical thinking. The new government was busy building schools across the country and producing schoolteachers, which may mean it did not have time to alter the curriculum. It was not difficult to become a teacher at that time. For example, to be an elementary school teacher, one had to complete teacher's high school for three years after completing junior secondary school. Teacher's high school was similar to senior secondary school. Though the government built some 60,000 primary schools around the country (Suryadarma, Suryahadi, Sumarto, & Rogers, 2006) and the number of higher learning institutions during the period also increased (Kristiansen & Pratikno, 2006), the quality of teachers and education was unlikely to be a priority.

Another factor why critical thinking was not popular during this period was that rote learning was widely adopted. Teachers asked students to memorize their lessons. This was a favourite teaching approach as school examinations stressed memorization through the material they tested (Muktiono, 2003). This happened in teaching not only social sciences but also natural sciences such as physics and mathematics (Suryadi, 2007). This condition was fostered through televised national competitions between students from all levels of education. For example, in the 1980s TVRI (a National TV Channel), the only TV station at that time, broadcast a national competition among elementary, junior and senior secondary students. The competition tested students' memorization on all subjects learned at school, and it was very prestigious. The winners were usually regarded as intelligent students. The schools where the students studied became famous and were considered successful in conducting teaching-learning processes. The competition lasted for several years. Up until 2005, an observation by

Bjork (as cited in Zulfikar, 2009) was that rote learning was still a favourite teaching approach in the country.

A similar situation happened in Islamic education, which also did not promote critical thinking. In the early period of independence, traditional *pesantren* (Islamic Boarding Schools) which were led by a *kyai* (religious teacher) adopted a completely teacher-centred approach. The *kyai* became the central figure (Zahro, 2004), and pupils were expected to not criticize him. Memorization was a very common practice of the teaching of Quran and religious principles, without discussing religious thoughts that were developing in the world at that time.

In part, the lack of critical thinking during this period, the period called ‘New Order’ regime under the leadership of former President Soeharto who controlled the country for more than 30 years, might also have been caused by the political conditions. Campuses where students often demonstrated were controlled, and a subversion law was enacted. Political activities on Indonesian campuses were prohibited and voices, including those printed in newspapers, against government policies were stifled. Anyone acting against the government policies was put in jail under violation of the subversion law. This happened to some university students in big cities in Indonesia from 1993 to 1997 (Widjojo & Noorsalim, 2004). There was no freedom of speech. Reid (2012) states that “new order authoritarianism suppressed critical thinking and shut down virtually all public spaces for contestation that challenged government policies” (p. 147). As a result, it was difficult for critical thinking to prosper.

A new political condition in Indonesia forced President Soeharto to step down. The era referred to as the ‘reformation’ emerged, followed by changes in educational policies. The environment became more democratic and the seeds of critical thinking began to appear. For example, in the Islamic education system, many *pesantren* adopted the national curriculum and promoted the English language, along with Indonesian or Arabic, as the medium of teaching and learning. They “demonstrate a synthesis in curricula and pedagogy between two meta-discourses of schooling: the maintenance of normalized traditional moral values; and the production of skilled modern citizen for the *ummah* (people) and for the rapidly modernizing state” (Nilan, 2009, p. 221).

Another change that seemed to promote the seeds of a critical society was the role of Islamic higher institutions in making people more tolerant and open-minded, as Islamic schools were finally recognized as a great national asset (Zuhdi, 2006). The existence of Islamic higher institutions has contributed significantly to the advancement of Indonesia as a pluralistic nation, especially in promoting moderate Islam, as Kraince (2007) describes:

Another value emphasized by the Islamic higher education sector is tolerance of other faith traditions as well as of other interpretations of Islam. Educators at the nation’s leading Islamic universities have promoted an inclusive approach to the analysis of religious issues. For this reason, Islamic colleges and universities have frequently emphasized the importance of dialogue among religious groups and encouraged both students and staff to take on leadership roles in facilitating dialogue between groups in conflict over religious matters. (p. 351-352)

This was good for the foundation of critical thinking development in Indonesia. However, critical thinking was not yet included as a fundamental goal in the educational



system. Critical thinking started to gain attention in education in Indonesia due to several factors. First, to speed the development of the nation and to be on a par with its neighbouring countries, the government, through the Ministry of National Education, started to send lecturers abroad in 2008 through state budget funding. In 2009 there were some 590 Indonesian lecturers studying in 24 countries outside of Indonesia, for example, in the USA, England, Canada, Australia, Germany, and Japan, for Master and Doctoral degree (<http://www.dikti.go.id/>). Second, interaction between Indonesian and foreign academics also increased. Some of the lecturers studying abroad undertook educational studies. Some academic interaction involved discussions of recent developments in educational approaches. Those involved in educational studies may have grown acquainted with alternative approaches, such as critical thinking, that could promote a deeper learning when compared to the existing approaches in Indonesian education. This helped the concept of critical thinking permeate into the minds of Indonesian academics. Some of these academics voiced their concerns about the educational conditions in Indonesia. One such academic is Sadli (2002) who commented that the “Indonesian educational system does not actively stimulate students to develop critical thinking or teach them that while differences of opinion should be respected, a point of view can be rejected on the basis of clear argument” (p. 80).

Though critical thinking has been included as an educational objective, it has not been widely applied in education in Indonesia until the present. This can be seen in a recent concern put forward by a university lecturer, Suparno, in response to the government’s plan to change the elementary school curriculum. Suparno (2012) writes that “the new curriculum should meet several criteria such as helping students develop critical thinking and decision making skills and allow students the freedom to think” (p 6).

There may be several reasons as to why critical thinking still does not move from the Government document to classroom activities. First, as this is a new concept in Indonesian education, most schoolteachers across Indonesia may not understand yet how to be critical and how to promote critical thinking skills in their teaching activities. Second, the government might not be serious in promoting critical thinking. This is demonstrated in the fact that there is no critical thinking training provided to teachers, unlike Brunei Darussalam for example, no critical thinking curriculum in the teacher training faculties at Indonesian universities and no critical thinking criteria included in textbook evaluations. This may be due to the difficulty in finding proper instructors, an inadequate budget to train millions of teachers all over the country, the lack of an agreed concept of critical thinking, especially the one needed in the Indonesian context, or, possibly, political interest. Consequently, as has been mentioned, most teachers in Indonesia still adopt rote learning and rely heavily on textbooks in their classrooms. There seems to be a gap between the educational objective and the educational practice.

### **ELT in Indonesia**

The Regulation of the Minister of National Education of the Republic of Indonesia Number 22 Year 2006 Regarding the Standard of Content for Class-Based Curriculum of English (p. 307) states that:

Language has a central role in intellectual, social and emotional development of pupils and has a supporting role for the success in learning all subjects. Learning a

language is expected to help pupils know themselves, their culture and other cultures. Besides this, learning it can also help pupils express ideas and feeling, participate in society and find and use analytical and imaginative skills.

Apart from knowing themselves, Indonesian cultures and other cultures, which may promote independence and tolerance, the regulation clearly mentions that ELT in Indonesia is expected to help students develop analytical skills: these skills would be difficult to obtain if ELT approaches are not congruent with the goals. One possible alternative for developing students with analytical skills, along with independence and tolerance, may be including critical thinking in ELT. Importing critical thinking into the ELT classroom as a supplement to existing teaching approaches may also support other qualities mentioned in educational objectives such as creativity and innovation, for example. Critical thinking has been a national objective in education in Indonesia though ELT still seems to ignore it.

To obtain a more thorough picture of ELT in Indonesia, the development of ELT in the country, from the colonial era to the present day, needs to be explored. From the historical perspective, ELT during the Dutch colonial era could have promoted critical thinking and creativity even though the real objective of teaching English during the era, according to the Dutch historian Vlekke (2008), was to help Indonesians who had converted to Christianity to be able to read the Bible. This could be seen from the way English was taught in the classroom. For example, the teaching of English at MULO (Meer Uitgebreid Lager Onderwijs), which is similar to junior secondary school at present, required students to read literary works and to respond to them (Agung, 1993).

Exposure to world literature was also experienced by Lien, the wife of a former Indonesian vice president, who attended Dutch education at VHO (Voorbereidend Hoger Onderwijs). This was a two-year school after junior secondary school. Through her biography, written by Janarto (2000), it is reported that students were asked to read the works of Shakespeare and other great writers, make a summary of what they had read, discuss the works and retell them in front of the class.

Introducing literature, including the teaching of grammar translation, in foreign language teaching can lead to critical thinking and creativity. Stories may act as a stimulus for discussion, investigation and problem solving (Fisher, 1998) and may foster cultural exposure. The inclusion of literature in ELT, which has laid the foundation for critical thinking and creativity, unfortunately, stopped and underwent a decline during the Japanese colonial era. The arrival of the Japanese in Indonesia in 1942 (Simanjuntak, 2006), after defeating the Dutch, changed the educational policies, including ELT. One of many policies adopted by Japan was the closing of Dutch schools and banning of teaching and learning materials in Dutch and English (Mistar, 2008). In relation to this, Lamb and Coleman (2008) also comment:

The Japanese authorities decreed that no European languages were to be used in the occupied territories but, pragmatically, they also recognised that in the short term it would be impossible to introduce Japanese as the language of public administration. It was therefore decided that Bahasa Indonesia (Indonesian) should be used for all public purposes. (p. 190)

However, Groneboer (as cited in Mistar, 2008) writes that some schools still taught English and Dutch in secret. There were two consequences of the Japanese' coming to Indonesia. On the one hand, Indonesian, as a replacement of Dutch, was introduced extensively at schools (Wangsadinata, 2008) and then became an official language, but, on the other hand, the seeds for critical thinking and creativity seem to have left, as the Dutch teachers were also gone.

After independence, ELT in Indonesia revived; nevertheless, it did not promote critical thinking seriously. This can be seen from the unclear objectives of ELT in early curriculums (1947 curriculum, 1952 curriculum, and 1964 curriculum). This could be understood, as Indonesia was a newly independent nation, which still lacked human resources and an educational infrastructure. It was in 1967 when, finally, the Ministry of Education and Culture, in document Number 096, released their objective for ELT. However, the term 'critical thinking' did not appear in the document. Huda (as cited in Mistar, 2008) explains that the objective of teaching English to secondary school students at that time was to equip them with language skills for such purposes as reading textbook and reference materials, understanding and taking notes on lectures given by foreign lecturers, and being able to communicate with foreigners.

Critical thinking was still unlikely to be included in the next curriculum, the 1975 curriculum. This curriculum did not change the objectives of ELT but stressed habit formation in ELT, as it required that "English should be taught with the audio-lingual approach with an emphasis on teaching of linguistic pattern through habit-formation drills" (Ministry of Education and Culture's document as cited by Mistar, 2008, p. 75). It would seem unreasonable to imagine how the 1975 curriculum, adopting the audio-lingual approach, could help ELT learners develop reading skills since this approach emphasizes listening and speaking (Stern, 2003), and audio-lingualism is an oral-based approach (Larsen-Freeman & Anderson, 2011). Besides this, habit formation drills are unlikely to encourage critical thinking at all.

The 1984 curriculum was released when the New Order regime was in power, though ELT still did not promote or include critical thinking. This is seen in the document from the Ministry of Education and Culture (as cited by Zaim, 1997) which reported that the objective of teaching English in Indonesia was to make students "have ability to use and understand English for reading, speaking, listening, and writing with vocabularies of approximately 4,000 words" (p. 151). This curriculum introduced communicative language teaching (CLT) (Mistar, 2008) to substitute the audio-lingual approach. However, there were some problems in implementing CLT that may have been due to, among other things, insufficient training for schoolteachers on how to use this approach in their teaching activities and the final examination still focusing on grammar (Mistar, 2008). As a result, most teachers still focused on this aspect of language teaching.

In fact, the government was not silent about the concerns of Indonesian schoolteachers' apparent inability to adopt CLT, though critical thinking was still not included in training. For example, in 1985 there was a program named PKG (Pemantapan Kerja Guru or Strengthening of the work of teachers), which was funded by loans from the World Bank and UNDP. Brian Tomlinson, an EFL professional, was appointed as an advisor in the Ministry of Education and Culture. The programme had short and long term objectives. The short-term objectives, according to Tomlinson (1990), were, among other things, motivating students to learn English,

helping them gain confidence to communicate in English, and providing them with exposure to the English language and learning opportunities. The long-term objectives were enabling students to develop communicative competence in all four language skills and to develop a base of fluency and accuracy, and contribute positively to general educational development. This programme sounds good but seems to focus on creating an English environment, not promoting critical thinking. Unfortunately, the programme, which was only run in a few provinces, was stopped before it reached the whole country.

The next curriculum was the 2004 curriculum. Two years later, the curriculum was revised and completed with a competency standard and was named the 2006 curriculum. The competency standard became the guideline for teachers as lesson objectives. However, the standard did not mention critical thinking.

Given that the standard competency did not mention critical thinking, the 2006 curriculum allowed schools and teachers to develop or design their own teaching materials (Kushartanti, 2007). This is why this curriculum was also named a school-based curriculum. The independence given to schools and teachers to produce their own teaching materials was an opportunity for them to include critical thinking skills. However, this opportunity was unlikely to be utilized optimally as the concept of critical thinking may have been new to schoolteachers, and they may not have clearly understood what it is or how to apply it in teaching activities. As a result, the teachers seldom changed their teaching style. This is shown in a survey conducted by Coleman et al. (as cited in Lamb & Coleman, 2008) which found Indonesian teachers still adopted a very traditional teaching methodology in all subject areas: teachers read aloud from books, dictate, or write on the blackboard while students listen and copy. What Lamb and Coleman meant by ‘very traditional’ may be defined as teaching approaches that do not involve students’ potential to think, ask, argue, comment or reflect. As a result, Indonesian junior secondary school students achieved especially poor outcomes in key areas such as problem solving as reported by a study by World Bank in 2007 (as cited in Lewis & Pattinsarany, 2011).

In 2010, as mentioned, critical thinking, along with tolerance and democracy, was included in the government document (Regulation of the Republic of Indonesia, Number 17 Year 2010 Regarding Educational Management and Administration) as an educational objective in all levels of education. Such qualities as criticality, tolerance and democracy are then addressed in the latest curriculum, the 2013 curriculum. In terms of improving the quality of human resources, the ‘2013 Curriculum Document’ released by the Ministry of National Education, states that Indonesian students are expected to be “qualified humans who are able to proactively answer the challenges of this ever-changing world” (p. 2). This may be responded to by the teaching of critical thinking skills. Regarding democracy, the document states that education should produce “democratic and responsible citizens” (p. 2). This seems to address conflict and violence, which sometimes occurs in the country.

The examination of the teacher’s book for grade XI from the 2013 curriculum shows that critical thinking is mentioned. The book mentions critical thinking in the ‘Active Conversation’ section:

Active Conversation: The activity of this section gives an opportunity for students to actively express their mind and opinion in English suitable to the learned concept

and situational context. The activity also gives them an opportunity to analyse and understand other people's mind and gives them a broad room to develop their critical thinking ability. (Teacher's Book, English for Secondary School, p. vi-vii)

Finally, critical thinking was mentioned in one of the textbooks used in Indonesia, and the information from the teacher's book above seems to refer to the role the teachers must play in implementing critical thinking activities. This would be difficult if schoolteachers themselves do not know what critical thinking is. The examination of the 'Active Conversation' section of the book on page 42 does not give much inspiration for critical thinking activities if teachers are not already creative themselves. The section only asks that students complete dialogues and role-play them.

### **Critical Thinking and Socio-Political Conditions in Indonesia**

The lack in critical thinking in Indonesia may be reflected by the lack of, among other things, tolerance, social sensitivity and democracy. Those three values, which are part of educational objectives together with critical thinking, may be able to address such issues as inequality, dogmatism, sectarianism, egocentricity and ethnocentricity. Those issues are seemingly still quite pervasive in the country.

Even though the Indonesian Constitution guarantees the freedom of speech and expression, a small number of people may still be unable to accept differences. This may be dangerous for a very pluralistic society, as found in Indonesia. In regard to intolerance of differences, for example, it was reported by The Jakarta Post in August 2012 that Islamic militants burned 50 houses in a Shia (Shiite) village on Madura Island, killing one person. In the same year, members of a hard-line Islamic group attacked and damaged a mosque belonging to Ahmadiyah followers and prevented them from performing religious rituals. The incident happened in Bandung, the capital city of West Java province. *Setara*, an Indonesian human rights watchdog institute, reported that there were 129 cases of religious violence during the first semester, January-June, in 2012 ([www. thejakartapost.com](http://www.thejakartapost.com)).

Another incident occurred in May 2012 when Muryanto (2012) reports that a group of Islamic hard-liners forcibly stopped a book discussion. Some participants attending the discussion were injured and the office where it took place was damaged. The discussion centred on the controversial book titled *Allah, Liberty and Love* written by the female Canadian author Irshad Manji. The writer herself was present, and she was accused of promoting a different interpretation of the holy book and homosexuality in Muslim societies. Anwar (2012) argues that the attack happened as some Muslim activists had read Manji's book without critical thinking abilities and became the victims of hard-liners' propaganda. This seems to be related to Brookfield's (2012) statement that 'passive viewers' could be an easy target for manipulation; thus inferring that active critical individuals could provide a greater contribution to civilised society by contesting ideas. Anwar (2012) goes on to say that Muslims should read Manji's book critically, discussing its strengths and weaknesses and challenging her arguments with an open mind.

Sectarian violence occurred again in 2014. For example, the Social and Religious Studies Institute (ELSA) based in Indonesia reported that a group of Islamic extremists vandalised a Hindu temple in January in Sragen regency, Central Java province (Rohmah,

2014). The group was also reported to have forcibly dispersed a Quran recital meeting conducted by the Quran Interpretation Council. They accused the council of teaching Islamic principles that did not conform to those of mainstream Islam. In June, several Islamic hardliners attacked a Pentecostal church in Sleman regency, Yogyakarta province (Muryanto, 2014) because the church had no building permit from the local government. The editorial page of *The Jakarta Globe*, the Jakarta-based English newspaper, on July 31, 2014 states that “intolerance poses a grave threat to the entire nation, and if the issue is not handled carefully, we may face another equally dangerous possibility: disunity. Indonesians must not take religious tolerance for granted; we must work hard for it.” (<http://jakartaglobe.beritasatu.com/opinion/editorial-pressing-forward-tolerance-unity/>)

Some Indonesian scholars and academics relate the problems of religious intolerance - even among people from the same faith - to a lack of critical thinking. One of them is Syofyan (2012), who proposes a dialogical approach in education to address the problems:

In response to increasing religious extremism, critical education must consider a dialogical approach, the end of cult personality and the strengthening of philosophy. The dialogical approach is a key to the creation of independent and free persons. Through dialogue, one learns to foster a greater balance between freedom and openness on one side as well as responsibility and control on the other. People’s awareness of dialogue will lead them to acceptance and the ability to listen to the views and needs of others.

The personal remark by Syofyan to bring the issues of democracy to the classroom is also expressed by Gutmann and Thompson (as cited in Englund, 2006) who state that “in any effort to make democracy more deliberative, the single most important institution outside government is the educational system” (p. 504). The term ‘dialogical approach’ in critical education proposed by Syofyan may refer to dialogical critical thinking (Benesch, 1999), which is a closely related concept of critical thinking.

Looking at the Indonesian socio-political context, what is needed is dialogical critical thinking in which students may learn to see their assumptions, practising exchanging opinions, comments or criticism. Concerning dialogical thinking in education, Benesch (1999) argues that “teaching critical thinking dialogically allows students to articulate their unstated assumptions and consider a variety of views. However, the goal is not just to exchange ideas but also to promote tolerance and social justice” (p. 576). This is supported by Daniel, Lafortune, Pallascio, Splitter, Slade, & de la Garza (2005) who state that “dialogical critical thinking does not aim for personal victory over others’ points of view, but rather improvement of the group’s, or of society’s perspective” (p. 350).

Dialogue, let alone critical dialogical thinking, does not seem popular in Indonesian education. Teacher-centred instruction seems prominent and very obvious in the traditional Islamic boarding schools in Indonesia. As has been mentioned, the school is led by a central figure whom pupils are not expected to criticize. A similar condition seems to exist in general schools, both government-sponsored and private schools, where rote learning and memorization still dominate. This is shown by a study conducted by Nilan (2003) in Bali province as mentioned earlier.

Similar to the lack of tolerance and democracy, Indonesian students' critical thinking skills have also been reported to be poor. This is evidenced by Pikkert and Foster (1996) through a study to determine the critical thinking skills of third year students in the English Department of Satya Wacana Christian University (SWCU) in Indonesia when compared to the skills of secondary school and university students in the USA. Their critical thinking skills were tested using The Cornell Critical Thinking Test Level Z. The results of the study, according to Pikkert and Foster (1996), show that:

The level of critical thinking of SWCU third year English students is much lower than that of their American counterparts. Third year English students have a lower level of critical thinking skills than secondary school students in America. Of all the subscales on the test, students scored less than satisfactory on any sub-scale.  
(p. 62)

Even though the above studies were conducted more than ten years ago, the present condition has not changed much. For instance, the National Final Examination for secondary education still relies on memorization, and critical thinking has not been introduced in the syllabus for teacher training programmes in higher education.

In sum, critical thinking is required in Indonesia to address two issues: education and socio-political conditions. Concerning education, this is expected to produce people with such qualities as knowledgeability, skill, criticality, creativity, innovativeness, and independence, as written in the government's document to respond to an ever-changing world. With regard to the latter, critical thinking may address the issues of dogmatism, propaganda and extremism, so other qualities listed in educational objectives such as democracy, tolerance and responsibility can be achieved.

### **Critical Thinking and Its Integration into Indonesian ELT Textbooks**

As one of educational objectives in Indonesia is to produce people with, among other things, critical thinking, creativity and independence, Indonesian ELT textbooks are expected to be able to contribute to the attainment of the objectives. To this end, the ELT textbook must foster those qualities; nevertheless, the ELT textbooks used today do not seem to prioritise critical thinking skills.

That ELT textbooks do not prioritise critical thinking skills can be seen from the policy of the BNSP (*Badan Standar Nasional Pendidikan* or National Education Standardization Body). The BNSP is responsible for evaluating textbooks and authorizing their use at schools. The purposes of evaluating textbooks for schools are as follows: providing textbooks which are adequate and proper to increase the quality of the national education, increasing the quality of human resources in the field of book publication, protecting learners from under-qualified textbooks, and increasing the interest of reading books (the governmental document at <http://puskurbuk.net/web/penilian-buku-teks-pelajaran.html>). The BNSP focuses on four aspects: content or material, presentation, language, and graphic (the governmental document at <http://puskurbuk.net/web/penilian-buku-teks-pelajaran.html>). However, given that critical thinking has been a part of educational objective, it is unfortunate that critical thinking is not included as one of BNSP's evaluation criteria.

Adding critical thinking skills to the textbook could help ELT teachers facilitate the development of their students' critical thinking skills and achieve the educational objectives. As has been mentioned, a class-based curriculum allows teachers to be independent. They could design and develop their own teaching materials as long as lesson objectives refer to the competency standard, and this would be a great opportunity for them to include critical thinking. However, it seems that most ELT teachers still find problems in developing their own teaching materials.

One problem may be that Indonesian teachers have heavy workloads. Another problem is that most teachers still find difficulty in developing their own teaching materials. Some difficulties, according to a study by Mirizo and Yunus (2008), are because teachers do not thoroughly understand the school-based curriculum concept and do not know how to apply it in their teaching-learning processes. Also, they do not know how to develop or write English teaching materials for classroom use that are suitable for their students' needs, interest, and abilities. Though teachers' inability to write teaching materials may not be directly related to their critical thinking, it could show their dependence on the textbook in their practice (Lamb & Coleman, 2008). As such, including critical thinking in the textbook could be one alternative used to promote students' critical thinking skills as textbooks have been considered to play important roles such as guiding teachers (Ur, 2009), scaffolding students' understanding (Harvey & Goudvis, 2007), and supporting teachers "who may not be able to generate accurate input on their own" (Richards & Renandya, 2008. p. 66).

## CONCLUSIONS

Critical thinking has not yet been seriously promoted in ELT in Indonesia. No English curriculum since the colonial era has mentioned it. The PKG programme focused more on creating an English environment. Not all academics coming to Indonesia promote critical thinking in ELT, even though most of them are concerned with the unsatisfactory quality of ELT in Indonesia. This is likely to be due to their educational experience whose focus is on a different field of ELT. Therefore, one of the feasible ways to increase the emphasis on developing critical thinking skills would be to include them in textbooks and to teach the teachers what critical thinking is and how to promote the skills. There may be a problem regarding this idea as teachers could find it difficult to work with innovative textbooks; however, the problem may be alleviated if the teachers are provided with sufficient guidelines.

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## **Prosody Analysis of Mariah Carey's 1999 Billboard Award Speech and Its Contribution to EFL**

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Prosodic elements are the essential elements in human beings' speech that can be used to know what the speakers of an utterance exactly mean when they are speaking. This research was a work of analysis on prosody of speech to know the emotion and the meaning of utterances. Descriptive qualitative type of research model was employed in this research. The object of the research was Mariah Carey's speech when she was receiving a special award named the Billboard artist of the decade in 1999. The researcher was interested in not only knowing about Mariah Carey's emotion and meaning when she was delivering her speech but also finding other uses of prosodic elements which were not found in the supporting previous literatures used in this research. Moreover, the possible contribution which these research findings could contribute to the EFL teaching and learning was also addressed. It is evident that prosody definitely has significant contribution in EFL teaching and learning especially in improving speaking and reading comprehension skills.

*Keywords:* prosody, emotion in speech, EFL teaching and learning

*Elemen prosodi merupakan salah satu elemen penting dalam kemampuan berbicara manusia yang dapat digunakan untuk mengetahui arti sebenarnya dari tuturan seseorang ketika sedang berbicara. Penelitian ini merupakan sebuah analisis prosodi atas perkataan seseorang untuk mengetahui emosi pembicara dan makna dari perkataan tersebut. Penelitian ini menggunakan penelitian model deskriptif kualitatif. Objek dari penelitian ini adalah pidato Mariah Carey ketika dia menerima penghargaan khusus yang bernama "the Billboard artist of the decade" pada tahun 1999. Tujuan dari penelitian ini tidak hanya untuk mengetahui emosi dan maksud perkataan dari Mariah Carey ketika dia menyampaikan pidato, namun peneliti juga bermaksud untuk menemukan fungsi-fungsi prosodi lainnya yang tidak ditemukan di penelitian-penelitian sebelumnya yang menjadi rujukan dalam penelitian ini. Selain itu, artikel ini membahas tentang kontribusi dari hasil penelitian yang dapat dimanfaatkan untuk pengajaran dan*

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*pembelajaran bahasa Inggris. Hasil analisis membuktikan bahwa prosodi memiliki kontribusi yang signifikan dalam pengajaran dan pemberkajaran bahasa Inggris, terutama untuk mengembangkan kemampuan berbicara dan membaca.*

## **INTRODUCTION**

It is believed that the way somebody utters the words is deemed more important to be analyzed and understood than the words uttered themselves. Sometimes, the tones of the speakers when producing a speech are more meaningful and worth noticing to know what the speakers are trying to convey in their speaking. It deals with the implicit intention that can support the utterances themselves to be apprehended. Therefore, it can be inferred that prosody can be used as the platform to extract emotion and implicit meaning of utterances in a communication. This is exactly in line with what Schwartz and Pell (2012) say that “in dyadic conversation, the synchronization of prosodic characteristics such as speech rate, vocal intensity, pause patterns, and utterance duration is a noted phenomenon that is thought to facilitate empathy and emotional engagement”.

Ross (as cited in Mitchel and Xu, 2015) argues that prosody refers to acoustic properties beyond those of consonant and vowels. It is a part of paralinguistic elements which covers intonation, loudness of the voice, duration (in uttering the words), pause (the time gap used after speaking a sentence and continue to the next sentences), timbre, and rhythm. It is commonly used to spot the expression of speakers' behavior and emotion when uttering sentences in a communication (Vroomen & de Gelder, 2000). Different aspects of prosody will carry their own function which transmit a signification for the hearer or interlocutor to know the speaker's motivation, emotion, and even psychological condition e.g. lower voice volume may signify tiredness, affection, etc., while louder voice volume may indicate fury, assertion, etc.

Prosody is considered salient element that can be exercised to analyze somebody's speech. Unlike writing which its emotion within can be discerned by taking a look at the punctuation and alphabetical letter capitalization, emotion inside the speech can be understood by observing and analyzing several elements which wrap the speech itself i.e. prosody. This notion is in line with what Sbattella, Colombo, Rinaldi, Tedesco, Matteucci, and Trivilini (2014) say that the elements of prosody can be relied on to digging information and perceiving the behavior, deed, desire, contact, gender, age, and the physical condition of the speaker. From this idea, we can infer that prosody functions to know the speaker's emotion when he or she is producing the speech; it can also be used to analyze other things in someone's utterances to fully understand the content, the desire, and the interest of the speech. By doing so, it is expected there will not be any misconception or misunderstanding happening when the communication is taking place, be it asynchronous or synchronous communication; the use of the appropriate prosody in speaking could result in the utterance comprehensibility (Sonia & Lotfi, 2016).

Prosody consists of several elements, which all of those can be employed collectively to analyze a certain speech in a communication. The elements are rhythm, intonation, voice

loudness, duration in saying words, pause, and timbre. However, the prosodic elements used and observed in this study were only rhythm, intonation, voice loudness, and pause.

Rhythm is a prosodic element which is considered the complex one. This is a combination of some other prosodic elements such as intonation, duration, and stress (Sbatella et al., 2014). However, the rhythm elements which will be used in this study are only intonation and voice stress. Stress is usually considered a mark of the emphasis or importance of something said by the speaker. Roach (as cited in Sonia and Lotfi, 2016) defines stress as the emphasis that we put on certain syllables in a word and even in a sentence during the process of speaking. Stress plays a pivotal role in speaking because it refers to a word with a certain meaning. It is common in English to have two or three identically spelled words, but they have different stress while being pronounced. The correct use of stress will prevent the occurrence of misinterpretation in communication.

On the other hand, Patel (as cited in Sonia and Lotfi, 2016) defines intonation as the melody of speech: how the pitch of the voice rises and falls. There are two sorts of intonation: ascending and descending; indeed, the function of each kind of intonation is different from one to another. The ascending and descending tones of intonation in the speech is usually occurred in the beginning and in the last part of a sentence or speech. Ascending intonation can signify anger, order, emphasis, etc. (Sbatella et al., 2014), whereas descending intonation can mean sadness, disappointment, etc. Intonation cannot change the lexical meaning in a speech but, it can explain the interest and deed of the speaker (Yalop and Clark, as cited in Rumaiyah and Savitri, 2013). Intonation can also be related to one type of speech acts in Austin's *Speech Act Theory* which is the illocutionary act (Sbatella et al., 2014). By observing the intonation applied by a certain speaker in speaking, it can be directly found which type of illocutionary act is being employed, such as assertive, directive, commissive, expressive, or declarative (Rani, as cited in Haryono, 2015).

Voice loudness (volume) is also a part of prosodic element that is considered pivotal. Voice loudness can be used to know the exact meaning and mental condition of the speaker whilst he is producing the speech (Sbatella et al., 2014). It is possible to utter the same sentence by using different prosodies (Selkirk, as cited in Traxler & Gernsbacher, 2006) and it will result in different understanding. To put the theory into the context, the sentence "what do you want?" - which is uttered with tender voice - is compared to the sentence "what do you want?" said with high pitch and harshly. By seeing the difference of voice volume used in the production of the same sentences we can acquire the information of the desire and the mental condition of the speaker. From the difference of prosody (voice loudness) used in uttering the sentence, it can be concluded that in sentence 1, the speaker's mental condition is good and stable, and the intention of that sentence is to ask about what the hearer wants in a good manner. On the contrary, in sentence 2, the sentence is uttered with high pitch, and it can be understood that the mental condition of the speaker is labile (angry or emotional). The intention of the speaker by saying the sentence could be asking what the hearer desires but in an unpleasant way. This might be caused by the hearer who always disturbs the speaker with something annoying the speaker himself.

Pause is a time gap that is used to stop for a moment prior to continuing to the next sentences in communication. It is the manifestation of punctuation which is commonly found

in a piece of writing. Pause is frequently used to take a moment to take a breath before moving forward to the next utterance or to plan what subsequent words which will be spoken.

Emotion is the manifestation of feeling that is shown in the form of a person's response toward the external factor received by the speaker. This definition is in line with what Sbatella et al. (2014) says that this expression of emotion is not always in the form of linguistic but also in the form of paralinguistic, for example, acoustic (scream or a certain vocal inflection), visual (facial expression and gesture), and tactile (touch or caress), etc. For example, high inflected voice used when someone speaks may signify anger or fury, while stressed in uttering a sentence may mean enthusiasm.

Many studies on the use of prosody have been conducted. For example, Schwarts and Pell (2012) scrutinized the comparison between the use of prosody cues alone and the use of the combination of prosody and semantic cues in perceiving the emotion of speakers. Second, Rathina, Mehata, and Ponnaivaikko (2012) have successfully found that the use prosody in speaking was gender dependent, while Aguert, Laval, Lacroix, Gil, and Le Bigot (2013) found that the children aged of 5 to 13 were still incapable of understanding speakers' emotion by relying on the prosody used. Finally, Rumaiyah and Savitri (2013) talked about the role of prosody in determining the language functions; in this case the researcher was interested in understanding the intention and function of speakers when they were using a local taboo word with different prosody in their speaking.

In this article, by employing those prosodic elements that have been mentioned above, the researcher analyzed Mariah Carey's emotion when she was receiving the award from Billboard. Some things that made it different between this research and the previous was that this research only focused on some prosodic elements such as intonation, voice loudness, pause, and stress. This research ignored the inclusion of contour modification and such things using certain software to detect and analyze the soundwave formed and transmitted in utterances produced by speakers. Elements of prosody were used to not only reveal Mariah Carey's emotion when she was delivering her speech but also be the base to conceive her intention by saying the words in her speech. Also, the researcher expected to find other functions, apart from those having been found in the previous researches and books, of prosody found in the speech. To find those functions, researcher tried to get the benefit of semantic function to analyze the speech that at the end the researcher could determine the new functions of the prosodic elements based on what the researcher found in the process of observing the speech.

Furthermore, after successfully analyzing and interpreting the speech by paying attention to the prosodic cues, the researcher related the results of the analysis of the prosody to the contribution it could give to the EFL teaching. The researcher highlighted the importance of the prosody cues used in this research to be integrated into EFL, for the sake of improving teaching and learning activities. This is expected that EFL learners be more cognizant of the use of prosody in speaking. This study had two objectives: (a) to know the functions of prosody in speaking and what it could reveal from the utterance produced by the speaker and (b) to know what the roles of prosody and what it can contribute to EFL teaching and learning.

## METHOD

The research employed descriptive qualitative analysis design. This design was used to observe the utterances produced by Mariah Carey when she was delivering her speech while she was accepting the special award from the Billboard Music Award in 1999. Mariah Carey's speech acceptance speech was downloaded from a website which served watchable videos for free named *youtube.com*, and the analysis was undergone by watching and observing Mariah Carey's speech in the video. The things observed from the utterances of Mariah Carey were the prosodic elements, and by using the elements of prosody found in the video, the researcher attempted to describe Mariah Carey's feeling, emotion, and intention when she was delivering her speech in that event. The elements of prosody observed were intonation, voice loudness, pause, and stress.

After getting the results from the prosody analysis, the researcher attempted to provide the contribution that the analysis results could give in relation with the improvement of the EFL teaching and learning activities. The contributions proposed would be based on the researcher's belief based on the findings in this study and experience in EFL teaching supported by the previous studies which focus on the contribution of prosody on EFL class.

## FINDINGS AND DISCUSSION

### Prosody Analysis of Mariah Carey's Speech

The first utterance in Mariah Carey's speech was "*This is all (rising intonation and rising volume) very surreal to me (descending intonation low volume) because (pause) honestly it seems like not so long ago (stress) I was a kid in high school with a demo tape (pause) and a lot of determination and (pause) just really the desire to hear my songs on the radio.*" The first rising intonation in the word 'all' signifies that the speaker wanted to make an emphasis and showed her enthusiasm while recalling the things that made it possible for her to get the award. Descending intonation in the word 'me' was the sign of the last word in a clause. Three pauses found in the sentence only showed the time gap which Mariah Carey took to exhale before continuing to the next words. The stress spotted in the words 'so long ago' signifies the desire of Mariah Carey to make the audience believe in what she said that it took not so long for Mariah Carey to be what she was at the time when she was receiving the award.

The second utterance is "*I didn't know about platinum (pause) or gold records or like what you have to sell to get them.*" Pause in the second sentence was simply to mark the time gap Mariah took to take a breath before moving forward to the next words in her speech.

The third utterance is "*I mean, I didn't even know about the Billboard charts (stress, rising volume and rising intonation)! Sorry (rising intonation and rising volume), but I didn't know (stress, low volume and descending intonation)!*" Stress and rising volume and intonation in the first sentence signify that the phrase 'Billboard chart' was the focus of the clause. The rising intonation and the rising volume of the voice show that Mariah Carey really meant what she said and there was a sense of guilty in that utterance marked by the rising voice. Stress and descending intonation in the clause 'but I didn't know' reveals that Mariah wanted to emphasize and be serious about what she was talking about; she also wanted to assure the audience that what she was saying was true (convincing). Descending intonation was also commonly found in last part of a declarative sentence.

The fourth utterance is “*and then it all happened so fast and it’s like my life became public (stress)*. The stress found in the last word in the sentence shows that ‘her life became public’ was the focus in the sentence. Mariah wanted to emphasize that her life became a consumption of public, and that was a major change for her life from previously a common lady.

The fifth utterance is “*I lived in the recording studios (pause), writing and singing and that’s how I made so many records in so little time (rising intonation and rising volume), pretty much (stress, rising volume and rising intonation) having no life (stress)*.” Pause in this utterance was the mark when Mariah was exhaling and doing preparation to continue the next sentences. The first rising intonation and volume in the phrase ‘in so little time’ could be understood that Mariah wanted to show her excitement in saying the sentence. She wanted to clarify that having been long living in the studio was the reason why she could make many records. The stress, rising volume, and rising intonation found in the phrase ‘pretty much’ signify the emphasis and the importance of the phrase. Also, she wanted to tell the audience that she really felt and experienced the phrase immensely in her life. It was bound to another phrase ‘having no life’ with stress in it, meaning that Mariah truly felt the tiredness and wanted to complain a little about her very hectic life in the music industry.

The sixth utterance is “*but (stress and rising intonation and volume) I’d like to thank my mom for inspiring me (pause) and thank Don Lenner and all my Columbia Records family for so much support*”. Stress, rising intonation, and volume in the word ‘but’ (making the word ‘but’ is worth noticing) signify that Mariah wanted to make a signal that after telling her hectic life in the previous sentences; she wanted to tell the audience the worth noticing matters she wanted to say in the next sentence, namely showing her gratitude to her mom, Don Lenner and other supporting people around her. Pause in the utterance was employed to take a breath prior to the next words.

The seventh utterance is “*And (pause) I’d like to thank all the amazingly dedicated (pause and stress) Sony people around the world and obviously (pause), obviously, I have to thank Tommy Motolla for his support, specifically (stress, rising volume and rising intonation) during the beginning of my career (descending intonation and low volume)*.” Pause on this sentence still functioned as a time gap for Mariah to take a breath. The first stress in the word ‘dedicated’ shows that Mariah wanted to tell the audience that she truly had amazingly dedicated people behind her back supporting her career. Stress and rising intonation and volume in the word ‘specifically’ show that Mariah wanted to make an emphasis about the time when Tommy Motolla helped her establish her career. It could be concluded that Mariah wanted to make ‘a time lapse,’ which means Tommy Motolla did not help her all the time (only at a specific range of time: the beginning of her career). Cynicism was detected in the use of these prosodic elements. The descending intonation was commonly found in the last word of the declarative sentence. So, that was simply a sign in the last of a declarative sentence.

The eighth utterance is “*And I have to thank everyone (stress) at Maroon entertainment (stress and pause) for their unparalleled (stress, rising volume and rising intonation) dedication (stress, low volume and descending intonation)*.” The stress in the word ‘everyone’ indicates significantly important value of the word referring to the people in the Maroon entertainment. Stress and pause when mentioning Maroon entertainment shows that Mariah wanted to emphasize the name of the company and its contribution to her career. Stress, rising



volume, and rising intonation in the word “unparalleled” made it a proof that Mariah really appreciated the unparalleled dedication of people at the Maroon entertainment company. The stress, low volume, and descending intonation in the word ‘dedication’ were the sign usually found in the last word of a sentence. The stress in the word ‘dedication’ when related to the word ‘unparalleled’ signifies that Mariah wanted to reveal and convince the audience that people at the Maroon entertainment really had paid an unparalleled dedication for her and her career.

The ninth utterance is “*I’ve been travelling around the world, right, you know promoting ‘Rainbow,’ my new album, and it’s kind of like my message of hope for the new millennium (pause) and it’s been so moving (pause) to see so many devoted fans (stress) in continents (stress) where we don’t even speak the same language., where people are singing back the lyric to me that I wrote (stress) and that means so much to me because I put all myself (pause) into my music, so as writer and a producer I thank you.*” Three pauses show the time gap which Mariah Carey takes to take a breath between uttering the previous word and the subsequent words. Three stresses found in the words “fans”, “continents”, and “wrote” signify the emphasis Mariah Carey did to make the words important and worth noticing. By stressing the words, Mariah wanted the audience to pay more attention to the words and believe that she really meant it when she was stressing the words.

The tenth sentence is “*And I am so grateful (rising intonation and stress and rising volume) to God, to have overcome so many obstacles, as a multiracial person (rising intonation and stress) with a very dysfunctional (stress) history (rising intonation and rising volume), until recently (stress, low volume and descending intonation)!*” The first rising intonation, volume and stress meant that Mariah felt the great enthusiasm and euphoria in expressing her gratitude to God. Also, the stress Mariah did in the word ‘grateful’ meant Mariah was really serious in saying her gratitude to God. The second rising intonation and stress signify the emphasis on the phrase ‘multiracial person.’ Mariah wanted the audience to recall and pay attention that she was a multiracial person, and she wanted that attention from audience by saying the phrase. The next rising intonation and volume in the word ‘history’ was a sign that she ordered the audience to pay attention and seriously consider the history she experienced in her life. The stress, low volume, and descending intonation in the phrase ‘until recently’ signify that she wanted to make the words important for the audience to pay attention to, relating to what Mariah felt and experienced (feeling sorry).

The eleventh utterance is “*I am not Cinderella (rising intonation, volume and stress), my life has not (rising intonation and stress) been a fairytale! Forget (rising intonation) the image, forget (rising intonation) the ensembles, forget (rising intonation) the rumors, forget (rising intonation) the short skirts, big hair, whatever (stress).*” All rising intonations, volumes, and stresses in the utterance show the enthusiasm which Mariah wanted to express when saying the words. It could be related to the importance of the words and the emphasis which Mariah wanted to put into the words, so the audience could seriously consider the meaning.

The twelfth utterance is “*I owe this to the fans (stress) and I will never (stress) forget you (stress) so I want to accept this award on behalf (rising intonation) all of you (stress)*”. The stress rising intonation found in the words ‘fans,’ ‘never,’ ‘behalf,’ and ‘you’ signifies her seriousness to show the words to the audience. It could be understood that fans were important

for Mariah. Because of them, she could be on the position where she was currently standing so that Mariah would never forget her fans for their love and support.

The last utterance is “*We’ve come a long way (pause) and I feel like I’m just getting started (descending intonation) because as an artist (pause), and more importantly (stress) as a person (stress and descending intonation), I am genuinely happy (stress) and finally, finally free (stress) to be who I really am (descending intonation). Thank you (stress)!*” The descending intonation found in the utterance was the sign of the last part or word in the clause or sentence. Commonly the last part of a declarative sentence had descending intonation. The stress still had the same role as the previous which was to show the importance and emphasis that Mariah wanted to show to the audience concerning the words she was speaking and the reflection of her experience through her words. Pause was employed to take a breath between the previous word and the next word she was going to say.

### **The Contribution of Prosody Analysis Result to EFL**

By doing the prosody analysis on Mariah Carey’s speech, the researcher has found some new functions of those elements in speaking related to the context. Furthermore, regarding prosody as a salient element in speaking, EFL teachers could make use of these findings to contribute to their teaching, especially in a speaking class.

One improper strategy done by many EFL teachers in Indonesia is they often expose their students to memorize as many English words as possible with an assumption that the more words they store, the easier they will use English and deal with any kind of English test or examination. In fact, the main purpose of learning English is not simply successfully passing the tests but successfully engaging in communication. The sufficient knowledge of prosody in English speaking is useful to make the communication more meaningful.

In this article, the researcher lists the possible contributions of prosody extracted from this study which may be implemented in EFL. However, not all prosodic elements will be explored in this article. The first contribution is prosody could be used to train EFL students to know the function of stressing in uttering words and sentences. This is related to pronunciation and other functions of stress in speaking. The second is it concerns with the importance of using the appropriate intonation in speaking. The third, prosody could be the base to understand the emotion of the speakers whilst uttering the words. The fourth, prosody can help students improve their reading comprehension skill.

Concerning the stress element, it is related to the stress in English pronunciation. EFL teachers should pay attention to the stress in the pronunciation since the inappropriate mispronunciation could lead to misunderstanding (Goh, as cited in Yenkimaleki & Heuven, 2016). By letting the students know the right stressing in pronouncing the words and why stressing in pronouncing the words is important, it could make the students more aware of the stress in pronouncing the words correctly. This is important as for EFL learners, sometimes it is difficult to pronounce the English words since they have been accustomed to pronouncing words in the way they do in their native language. The researcher found a unique case concerning English words pronunciation done by students from Osing tribe in Banyuwangi, East Java, Indonesia. Their habit in pronouncing some words in Osing language (similar to Javanese language) such as *banyu* (water) pronounced as *bya-nyu*, *endi* (which one) pronounced as *en-day* influences their way in pronouncing English words such as *usually* =

*usuallai, come back = kam byek, bath room = byath rum, etc.* Therefore, by teaching them correct stressing and pronunciation in English, it is expected that they know how to pronounce the English words appropriately. It is beneficial for the students to know the focus of the sentence.

The exposure of the correct use of intonation and voice volume in speaking is also considered pivotal. Together with the use of stress, intonation can function to mark the focus of the sentence. It can also function to determine the communicative function (illocutionary force) of an utterance. Inexperienced EFL learners sometimes get puzzled to determine the focus of a sentence or utterance, as can be seen in the examples below:

- a. HIS MOTHER (stress and rising intonation) went to Surabaya (the focus is in HIS MOTHER which means not anybody else)
- b. his mother went to SURABAYA (stress and rising intonation) (the focus is in SURABAYA which means not anywhere else).

Knowing the focus of the sentence, they can know the main point the speakers want to stress in their utterance.

Communicative function is related to the speakers' intended purpose in saying a sentence, be it declarative, interrogative, invitation, or imperative. The examples can be seen in the following sentences:

- a. "his mother went to Surabaya" (with falling intonation).
- b. "his mother went to Surabaya" (with rising intonation).
- c. Go now (with falling intonation)
- d. Go now (with rising intonation)

The falling intonation in the sentence (a) signifies that the speaker wants the sentence to be a declarative sentence (to inform or to state); otherwise, the rising intonation in the sentence (b) signifies that the speaker means the sentence to be an interrogative sentence (to ask). Moreover, the falling intonation in the sentence (c) is a sign that the speaker invites the hearer to do something (to go) while the rising intonation in the sentence (d) is a sign that the speaker employs an imperative sentence.

Knowing the functions of intonation is important for students. With having such an ability, they will be cognizant and aware of how to act and react in communication by using English. Eventually, it is expected that they be successful or at least minimize their obstacles in engaging in English speaking activity, be it inside or outside the class.

Emotion can also be revealed by analyzing the prosody within utterances, like what the researcher has done on Mariah Carey's speech. Equipping EFL students with this knowledge could lead to better quality of communication. The knowledge of prosody enables them to predict their speaking partner's emotion so that they can position themselves in the right place. For example, tender voice volume may indicate that the speaker is in bad condition so that the speaking partner needs to adjust their voice volume, or words choice, etc., while a loud, firm voice together with rising intonation may signify that the speaker is in anger so the speaking partner needs to react calmly so that the speaker emotion does not get worse.

Research on prosody has contributed to teaching reading comprehension skill (Stephen, 2011). Some language may have different way to enforce prosody in uttering the words. The example that the researcher has stated above regarding the uniqueness of how the EFL students from Osing tribe in pronouncing English words can be a proof that the prosody in L1 can affect

the prosody in L2. If those students still stick to the way how they pronounce words in their L1, it will be unbeneficial for them when it comes to speaking and reading comprehension in L2 in terms of their intelligible and understanding.

Knowing how to pronounce English words appropriately will help EFL students enforce the same things when reading. Ashby (as cited in Stephen, 2011) contends that a skilled reader may activate his prosodic knowledge in his silent reading. It means that the ability to exercise prosodic elements in speaking appropriately will create an ability to comprehend a reading text. In fact, it can be understood that when someone knows how to stress and punctuate sentences in a reading text, it will help them get a better reading comprehension.

## **CONCLUSIONS**

Prosodic elements are salient things to consider and observe when we want to know the essence of the utterance completely. Based on the observation of prosodic elements that the researcher did on Mariah Carey's speech, it found several functions of prosodic elements in a speech. Rising intonation is commonly used to show enthusiasm, emphasis, excitement, appreciation, order, and even cynicism. Descending intonation is used as a signal of the last part or the word in a sentence, particularly in a declarative sentence. Rising volume has the function of showing emotional condition of the speaker (e.g. happiness), and sometimes it can be a signal of the sense of guilt but not deeply said. Low volume is only used to express sorry (sentimental feeling) of the speaker. Stress is employed to signify emphasis (signifying that the thing mentioned by the speaker is important and worth noticing). It also signifies seriousness and conviction. The last element of prosody observed in this research is pause. In the speech, pause is exercised as signal of time gap which the speaker takes to take a breath prior to continuing to the subsequent word in her speech.

Concerning its contribution to EFL, prosody can be integrated into EFL learning, especially in the teaching of speaking and reading. In EFL, students should be exposed to understand not only the language but also one's utterances. Elements of prosody can facilitate the EFL students to not only be more intelligible in communication but also be sensitive in predicting their speaking partner's emotions. Success in attaining the knowledge of how to appropriately use the prosodic elements in English speaking can make EFL students more intelligible in their speaking and know how to engage in a meaningful communication. Furthermore, it can also give a significant contribution to improving the quality of reading comprehension skill.

Considering the significant contribution of prosody to the improvement of EFL teaching and learning, the researcher believes that EFL teachers need to polish and improve their knowledge about prosody. In addition, further studies on the similar topic need to investigate the effect of inserting prosody, particularly in a speaking class and if possible in a reading comprehension class.

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## APPENDIX

### Mariah Carey's Speech at Billboard Music Award 1999:

“This is all **(rising intonation and rising volume)** very surreal to me **(descending intonation low volume)** because **(pause)** honestly it seems like not so long ago **(stress)** I was a kid in high school with a demo tape **(pause)** and a lot of determination and **(pause)** just really the desire to hear my songs on the radio. I didn't know about platinum **(pause)** or gold records or like what you have to sell to get them. I mean, I didn't even know about the Billboard charts **(stress, rising volume and rising intonation)**! Sorry **(rising intonation and rising volume)**, but I didn't know **(stress, low volume and descending intonation)**! and Then it all happened so fast and it's like my life became public **(stress)**. I lived in the recording studios **(pause)**, writing and singing and that's how I made so many records in so little time **(rising intonation and rising volume)**, pretty much **(stress, rising volume and rising intonation)** having no life **(stress)**. But **(stress and rising intonation)** I'd like to thank my mom for inspiring me **(pause)** and thank Don Lenner and all my Columbia Records family for so much support. And **(pause)** I'd like to thank all the amazingly dedicated **(pause and stress)** Sony people around the world and obviously **(pause)**, obviously, I have to thank Tommy Motolla for his support, specifically **(stress, rising volume and rising intonation)** during the beginning of my career **(descending intonation and low volume)** And I have to thank everyone **(stress)** at Maroon entertainment

(**stress and pause**) for their unparalleled (**stress, rising volume and rising intonation**) dedication (**stress, low volume and descending intonation**). I've been travelling around the world, right, you know promoting "Rainbow" my new album, and it's kind of like my message of hope for the new millennium (**pause**) and it's been so moving (**pause**) to see so many devoted fans (**stress**) in continents (**stress**) where we don't even speak the same language., where people are singing back the lyric to me that I wrote (**stress**) and that means so much to me because I put all myself (**pause**) into my music, so as writer and a producer I thank you. And I am so grateful (**rising intonation and stress and rising volume**) to God, to have overcome so many obstacles, as a multiracial person (**rising intonation and stress**) with a very dysfunctional (**stress**) history (**rising intonation and rising volume**), until recently (**stress, low volume and descending intonation**)! I am not Cinderella (**rising intonation and stress**), my life has not (**rising intonation and stress**) been a fairytale! Forget (**rising intonation**) the image, forget (**rising intonation**) the ensembles, forget (**rising intonation**) the rumors, forget (**rising intonation**) the short skirts, big hair, whatever (**stress**). I owe this to the fans (**stress**) and I will never (**stress**) forget you (**stress**) so I want to accept this award on behalf (**rising intonation**) all of you (**stress**)". We've come a long way (pause) and I feel like I'm just getting started (**descending intonation**) because as an artist (**pause**), and more importantly (**stress**) as a person (**stress and descending intonation**), I am genuinely happy (**stress**) and finally, finally free (**stress**) to be who I really am (**descending intonation**). Thank you (**stress**)!"

## **L2 Writing Strategies Used by EFL Graduate Students**

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This study investigates the writing strategies and the predominantly strategies used by four Indonesian graduate students when writing in L2 (English). They were divided into 2 groups, skilled and less skilled writers, to examine what strategies they applied when writing. The main instrument of this study is Think Aloud Protocols (TAPs). The analysis of data collected discovered some findings: (1) both skilled and less skilled writers used varied strategies. However, the frequency of using each strategy was different. Skilled writers used each strategy in high frequency. On the other hand, less skilled writers only used each strategy in low frequency, while skilled writers understand the recursive nature of writing. (2) Skilled writers used reading and rereading strategies in high frequency for several purposes: revising and editing the text, developing ideas, and getting new ideas, while less skilled writers rarely used those strategies. They wrote whatever ideas came into their mind, and reread the text once in a while. These findings suggest that effective writing strategies should be introduced explicitly when student writers have already mastered the foundation of writing. Unfortunately, they are seldom guided on the use of writing strategies in the process of their writing. In fact, effective writing strategies and the frequency of using each strategy could help them become good writers and influence the quality of their writing. Based on these findings some suggestions are discussed.

*Keywords:* L2 writing strategies, Think aloud Protocols (TAPs), skilled and less skilled writers.

*Studi ini meneliti strategi penulisan dan strategi yang paling sering digunakan oleh empat mahasiswa pascasarjana Indonesia saat menulis dalam bahasa Inggris (L2). Partisipan dalam penelitian ini dibagi dalam 2 kelompok, penulis terampil dan kurang terampil, untuk meneliti strategi apa yang mereka terapkan saat menulis. Instrumen utama penelitian ini adalah Think Aloud Protocols (TAPs). Analisis data yang dikumpulkan menemukan beberapa hasil: (1) Masiswa, baik penulis yang terampil dan kurang terampil, menggunakan beragam strategi. Namun, frekuensi penggunaan masing-masing strategi berbeda. Penulis terampil menggunakan beberapa strategi dengan frekuensi tinggi terutama strategy membaca dan pembacaan ulang. Sementara*

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*itu penulis yang kurang terampil hanya menggunakan setiap strategi dalam frekuensi yang rendah, sedangkan penulis terampil memahami menulis itu bersifat rekursif. (2) Penulis terampil menggunakan strategi membaca dan pembacaan ulang dengan frekuensi tinggi untuk beberapa tujuan: merevisi, mengedit teks, mengembangkan gagasan, dan mendapatkan gagasan baru. Di sisi lain, penulis kurang terampil jarang menggunakan strategi tersebut. Mereka menulis gagasan apa pun yang masuk ke dalam pikiran mereka, dan hanya membaca ulang teks itu sesekali. Penemuan ini menyarankan agar penggunaan strategi yang efektif dalam menulis sudah diperkenalkan dari awal secara explicit oleh guru mereka setelah para siswa memahami dasar penulisan. Sayangnya, mereka jarang dipandu dalam menggunakan strategi penulisan dalam menulis. Padahal, Strategi penulisan yang efektif dan frekwensi penggunaan setiap strategi dapat membantu mereka menjadi penulis yang baik serta mempengaruhi kualitas penulisan. Berdasarkan dari penemuan-penemuan ini ada beberapa saran yang akan didiskusikan.*

## **INTRODUCTION**

Whether one writes in his or her native language (L1) or in a ‘learned language’ (L2), writing is considered a laborious cognitive activity, requiring a number of strategies (Nunan, 1989; Richards, 1990). Writing in a second language (L2) is even more complex and challenging than writing in one’s native language (Bailey, 2003). This may be in part because writing in L2 requires proficiency in a number of different areas such as spelling, vocabulary, usage, and grammar. Writing is not an easy task as it needs hard work, lengthy steps, sufficient time, and practices. Another difficulty of writing in L2 is that L2 writers tend to have different command of vocabulary compared to that possessed by most L1 writers (Silva & Matsuda, 2001).

In spite of its complexity, writing is a dynamic process (Blanchard & Root, 2004; Flower & Hayes, 1980, 1981; Harmer, 2007; Richards & Schmidt, 2002). Writers have to go through some stages in order to produce a piece of writing as a final form. To explain the dynamic nature of writing, Flower and Hayes (1980, 1981) and Blanchard and Root (2004) use the term ‘stage’, while the terms ‘element’ and ‘stage’ are used interchangeably by Harmer (2007). On the other hand, Richards and Schmidt (2002) do not use a specific term. According to Flower and Hayes (1980), there are three stages of writing process: planning, translating, and reviewing. Similarly, Blanchard and Root (2004) propose that writing consists of three stages: pre-writing, writing, and revising & editing. Even though some researchers use various terms and patterns to describe the writing process, the core elements are similar. They can be summed up as prewriting (planning), writing or translating (drafting), reviewing (revising and editing), and post writing (final draft).

Within each stage, there are some writing strategies used by writers to manage the complexity of orchestrating the writing processes. Writing strategies are individual strategies consciously adopted by writers for the purpose of solving problems or reaching a goal during the writing process (Cornaire & Raymond as cited in Beare, 2000; Kieft, Rijlaarsdam, & Berg, 2006; Shapira & Lazarowitz, 2005). Writers have respective strategies to overcome their problems during writing processes. For instance, some writers read/reread an assigned topic several times in order to analyze and understand the demand of the writing task. In the writing stage, some writers read and reread what they have written back and forth for several purposes, such as deciding how they should connect their written text portion to what they are going to write next and joining the current ideas with the new ones. However, others do not employ



these strategies too often. They might also utilize their L1 when writing in L2 for such different purposes as, generating ideas and planning. However, some writers never use this strategy. Such activities as reading/rereading, pausing, and adopting L1 while writing in L2 are parts of writing strategies. This current study focuses on writing strategies used by higher education students when writing argumentative essays.

There were 22 student writers participating in this study. All of them had to do preliminary academic writing tests in English in order to be selected. Four students were selected, and they were divided into two groups, skilled and less skilled writers. Both groups exhibited a good command of grammar, used appropriate and varied vocabulary, and wrote a detailed essay. However, skilled writers could write meaningfully and were able to express their ideas and convey their intended meanings to readers clearly, while less skilled writers' writing content was still unclear and shallow. I have to highlight that all the participants in this study have sufficient competence in English. The difference between them was the quality of their writings.

There have been a number of studies investigating the writing strategies of skilled and less-skilled native and non-native speakers of English. Most of the participants on the previous studies used the terms less skilled writers to refer to the writers who lack competence in English (Alharthi, 2012; El-Aswad, 2002; Wong, 2005; Wang, 2004). However, there has been little research in investigating the strategies used by student writers who have adequate English competence especially in Indonesian context. This study attempts to fill in the gap by exploring their writing strategies.

There has been a significant development in exploring cognitive processing on L1 writing model. These studies were conducted by some L1 writing researchers (e.g. Flower & Hayes, 1980, 1981; Perl, 1980; Scardamalia & Bereiter, 1986). Some research on L1 writing process which has frequently been cited is Flower and Hayes' (1980, 1981) cognitive model, and Bereiter and Scardarmalia's (1987) cognitive model; their models directly shaped the writing research on L2 learners. Flower and Hayes' (1980, 1981) cognitive model represents the actual writers' mental behaviour while they are writing. Another writing process is proposed by Bereiter and Scardarmalia (1987); there are two processes in their model: a 'knowledge telling' and a 'knowledge transforming'. Their model explains why writers who have different competence write in such a different manner.

Led by the studies on L1 writing processes, some researchers have also investigated different characteristics of L2 writing since the beginning of 1980s. L2 writing is a complex process of discovery which involves planning, reading/rereading the texts, revision, and final editing. L2 writing is different from L1 writing as L2 writers have more than one language at their disposal (Wang & Wen, 2002). They also claim that the use of L1 when writing in L2 is a common strategy among L2 writers. The present studies on L2 writing process have also generated various controversial issues in L2 writing research. Some researchers discovered some similarities between L1 and L2 writing (Berman, 1994; Cumming, 1989; Matsumoto, 1995; Wang & Wen, 2002) as well as some differences Silva (1993). According to Silva (1993), L2 writing is more complex than L1 writing and is not as effective as L1 writing. As writers employ very similar individual strategies when writing in L1 and L2; there might be a transfer of strategies from L1 to L2 (Berman, 1994; Matsumoto, 1995).

As mentioned, the writing strategies (e.g. planning, reading/rereading, rehearsing, using dictionary) that students use in the writing process undoubtedly play an important role in both L1 and L2 writing. According to Hsiao and Oxford (2002), writing and producing language need more writing strategies. To further investigate this issue, the following research questions are posed in the study: (1) What are the writing strategies used by skilled and less-skilled student writers when writing in L2 (English)? and (2) What writing strategies are predominantly used by the students when writing in L2?

## **METHODS**

This study applies a multi-case study methodology. The purpose of the study is to investigate the L2 writing strategies of four graduate students. The data were gathered using four different instruments: think-aloud protocols (TAPs), retrospective interviews, class observation, and semi-structured interviews. In L1 and L2 writing research, the ‘think-aloud’ method is one of the most commonly used techniques; it has been extensively used by researchers to examine the role of strategies in writing. The direct observation was conducted at the time when the subjects were writing aloud their writing tasks. This activity was done in order to observe how the subject behaved, what they did when they came across any difficulty, what strategies they adopted to solve their writing problems, where they paused, repeated the words, used their L1 while writing L2, revised, rehearsed, or reread. All the activities that they did were noted down for later use. To triangulate the protocol data, I administered the retrospective interview on the same day right after the writing session was over to enhance the reliability of the data (Ericsson & Simon, 1984). I asked some questions based on the information I got from the direct observation. In this activity, I also conducted some interviews. I have prepared some questions to direct the interview according to a general idea of what I want to get from the interviewees, and what should come out from the interview.

The participants of this study were student writers. They were carefully chosen through purposeful sampling. Merriam (1998) emphasizes that “purposeful sampling is based on the assumption that the researcher wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned. Another term for purposeful sampling is ‘purposive sampling’.

In this study, I purposefully selected a small group of subjects for in-depth case studies (two females and two males). The four participants are Fara, Ardy, Dinna, and Ryan (all pseudo names) selected out of 22 candidates. All the participants are English teachers. Some of them, except Ardy, are lecturers teaching at private universities. The students have over ten years of experience studying English as L2 in an Indonesian context. At the time of the research, they were enrolled in their first semester. The subjects were classified into two groups: skilled and less-skilled writers. Skilled writers referred to the writers who could write well and meaningfully while less skilled writers had to survive with the quality of their writing. I chose the participants who were competent in English purposely to explore why some students outperform other students when writing.

When applying the think aloud protocol method, the writers verbalized everything coming into their mind during the writing processes. The verbalizations were recorded and transcribed, then analyzed. The data gathered from the verbalizations and the text produced by the writers are called think aloud protocols. By analyzing the protocols, researchers are able to

determine the strategies used by the writers while performing specific tasks (Latif, 2008). To analyze the protocols generated by writers, coding schemes/systems/taxonomies were employed. In this research, I use mainly a modified version of Flower and Hayes' (1980, 1981) coding scheme as my framework. I did not replicate their model as their model could not accommodate all the strategies that my participants used when I conducted my pilot study. To overcome this problem, I also adopted some writing strategies from Wenden's (1991), Riazi's (1997), Oxford's (1990), Perl's (1979; 1984), and Wong's (2005) models.

Table 1. L2 coding scheme of the present study

Planning/ Pre-writing	Translating/ drafting	Reviewing
<ul style="list-style-type: none"> <li>❖ Planning (Pl )               <ul style="list-style-type: none"> <li>Global planning (Plg)</li> <li>Local planning (Pll)</li> </ul> </li> <li>❖ Structuring (Sc)</li> <li>❖ Organizing:               <ul style="list-style-type: none"> <li>Organizing the paragraph (Op)</li> </ul> </li> <li>❖ Goal Setting :               <ul style="list-style-type: none"> <li>Setting content goals (Scg)</li> <li>Formatting position (Fp)</li> </ul> </li> <li>❖ Generating Ideas/ developing the content:               <ul style="list-style-type: none"> <li>• Reading/rereading the assigned topic/ the prompt (Rt)</li> <li>• Reading/ rereading the sentences (Rd)</li> <li>• Brainstorming (Br)</li> <li>• Note-taking (Nt)</li> <li>• Rehearsing (Rh)</li> <li>• Repeating the words (Re)</li> </ul> </li> <li>❖ Translating from L2 to L1 (Tr)</li> <li>❖ Using dictionary (Dc)</li> <li>❖ Pausing (P)</li> <li>❖ Commenting (C)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Generating ideas / developing the content :               <ul style="list-style-type: none"> <li>• Reading/rereading the assigned topic/ the prompt (Rt)</li> <li>• Reading/rereading the sentence/s (Rd)</li> <li>• Rehearsing (Rh)</li> <li>• Repeating the words/ chunks (Re)</li> </ul> </li> <li>❖ Language switching (Ls)</li> <li>❖ Summarizing (Sm)</li> <li>❖ Translating from L2 to L1 (Tr)</li> <li>❖ Using dictionary (Dc)</li> <li>❖ Speaking-Writing (Sw)</li> <li>❖ Pausing (P)</li> <li>❖ Commenting (C)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Evaluating the text (Ev): scanning &amp; reading the paragraphs</li> <li>❖ Revising the text (Rv): making changes to the text that affect meaning               <ul style="list-style-type: none"> <li>- a adding (Rva)</li> <li>- d deletion (Rvd)</li> <li>- sub substitution (Rvs)</li> <li>- re-organization (Rvr)</li> <li>- word choice (Rvc)</li> </ul> </li> <li>- Editing (Ed): making changes to the text that do not effect meaning               <ul style="list-style-type: none"> <li>- addition (Ea)</li> <li>- deletion of syntactic markers such as plural endings and articles (Eds)</li> <li>- punctuation (Ep)</li> <li>- spelling error (Esp)</li> <li>- syntactical/ grammar (Eg)</li> </ul> </li> </ul>

## FINDINGS AND DISCUSSION

There are 20 the strategies used by student writers when writing in L2:

**1. Speaking while writing (Sw):** This behavior is probably a function of composing aloud. This strategy refers to periods when writers seem to be dictating to themselves. In other words, what they are saying is being written almost at the time they are saying it.

**2. Planning (Plg, Pll):** Planning means anything writers do before they get involved in actual writing. (Perl, 1981). Planning, according to Hayes and Flower (1983) is a very broad activity that includes not only generating ideas and content, organizing, and setting up goals, but also includes deciding on the meaning, on what part of that meaning the writer will convey to an audience, and choosing rhetorical strategies. Planning has many types. Some researchers (e.g. Sasaki, 2000; Victory, 1995) list its subcategories such as global planning, local planning, organizing planning, and thematic planning and so on. In this study, I just listed planning as one of the strategies which consisted of local planning and global planning so as to avoid the contradiction of classifications between Victory and Sasaki. Local planning refers to ‘what to write next’, whereas global planning indicates ‘detailed planning of overall organization’).

**3. Reading/rereading the assigned topic (Rt):** The purpose of this strategy is to analyze the demands of the writing topic. After identifying its problems, writers tend immediately to proceed to note down the points for the categories identified.

**4. Reading and rereading what have been written (Rd):** There are some purposes of employing this strategy. The first purpose is reading/rereading within a sentence (one sentence): writers do this activity when they are waiting new ideas to appear in their mind. In other word, they try to develop the content of their writing. Writers mostly read/reread within a sentence to generate ideas. The next, reading/rereading a sentence or between sentences: Writers read a sentence or several sentences to decide how they should connect their text with what they are going to write next. Moreover, this behavior is also to maintain the coherence and the flow between the current sentence and the next sentence. Another purpose is that this strategy also helps writers decide on the appropriate syntax and lexis for the next sentence. Reading and rereading the paragraph were applied when writers were not sure if they were on task, when they ran out of ideas or when they transited from one writing episode to the next.

**5. Rehearsing (Rh):** Rehearsing refers to whatever writers do to develop what they want to say. When rehearsing, writers attempted to generate or retrieve information on the topic as well as develop these ideas. At other times, rehearsal of a particular idea does lead to writing. When this occurs during drafting, the writer often starts speaking the words while writing them (Rh → Sw). Rehearsal is also used by writers when considering a revision or trying to decide on words that best express their meaning before committing them to paper. It is also used to help them find or decide on the particular form of the word they want to use.

**6. Pausing (P):** In the current study, this strategy was counted if it lasted more than five seconds. From the retrospective interview, writers used this strategy because of several reasons: the first, when the idea had been previously rehearsed or recorded in their notes in great detail, there was little need to pause to reformulate it. The next, when they read/reread the previous sentences, they paused a while to reformulate the idea. Writers paused when they needed to take a rest a while after writing long sentences. The third is, when it was related to the complexity of the idea to be expressed. The last, when they wanted to plan what to do next.

**7. Commenting (Cm):** This strategy refers to any statements which writers talk about themselves, the room they are in, their state of mind, their perception of the topic, etc. This strategy is different from planning as it does not refer to what the writer will do next; it is distinguished from rehearsing in that it does not develop ideas on the topic.

**8. Organizing paragraph (Op):** Writers organize what they are going to write in the first, second, etc. paragraph. They use this strategy mainly as a planning strategy.

**9. Setting content goal (Scg):** When planning their essay, writers organize their paragraph, and decide the parts they want to include, and which part should be omitted. Just like organizing paragraph, this strategy mainly used as a planning strategy.

**10. Structuring/ ordering the idea (Sc):** Given the parts the writer has decided to include, what order should the parts be put in? should they be described from the most to least important, from largest to smallest, or how?

**11. Repeating the words/ chunks (Re):** Writers often repeat the last words or phrases when writing or rehearsing before they continue writing. From the direct observation and in-depth interview, I knew whether participants in my study repeated or read the words. Based on their answer if the words/phrases were short they would repeat it. Within sentences, repetition serves two functions: firstly, keeping the writer's thoughts at the same pace as his/her writing, and secondly, assisting the writer in finding the ideas or the means for their expression to complete the sentence. Another purpose is to engage in a mental search for words and ideas the writers wanted to write next.

**12. Formatting the position/ taking stance (Fp):** Writers have to take their stance after reading the topic when writing an argumentative essay. They have to decide whether to agree or disagree with the statement. Usually after taking their stance, they plan what to write next.

**13. Using dictionary (Dc):** This strategy refers to the use of a dictionary to look up or confirm lexicon, grammatical, semantic or spelling doubts, or to look for alternatives words (synonyms, or antonyms).

**14. Translating from English to Indonesian (Tr):** This strategy is adopted when writers lose or forget words in English or encounter difficulty in structuring the available lexical items into a coherent meaningful sentence.

**15. Note taking (Nt):** This strategy is adopted by writers when writing down pieces of information briefly in a systematic way in the planning stage.

**16. Brainstorming (Br):** Brainstorming or listing, is a process of generating some information or ideas within a short time in the pre-writing or planning stage.

**17. Summarizing (Sm):** This strategy summarizes what have just been written (in terms of content or of rhetoric).

**18. Evaluating (Ev):** This strategy evaluates the text which has been produced so far. It can be at word, sentence, or text level.

**19. Revision (Rv):** This strategy refers to any changes that writers make in their texts. These changes affect meaning of the text.

**20. Editing (Ed):** Editing refers to any minor changes and surface changes that writers make. Editing is different from revising. When revising, writers make changes in the text which result in altered meaning. However, when editing, writers make changes in the text which do not change the meaning.

The table below shows the strategies used by student writers in each stage when writing in L2.

*Table2. Writing strategies used by each writers when writing in L2 (English)*

<b>Fara</b>	<b>Ardy</b>	<b>Dinna</b>	<b>Ryan</b>
L2 (455 words=19 sentences)	L2 (415 words =18 sentences)	L2 (685 words= 33 sentences)	L2 (523 words= 26 sentences)
<b>Planning (5 minutes)</b> - Reading the assigned topic (Rt) - Planning globally (Plg) - Organizing the paragraph (Op) - Setting content goal(Scg) - Brainstorming (Br) - Rehearsing (Rh) - Repeating (Re) - Pausing (P) - Note-taking (Nt)	<b>Planning (8 minutes)</b> - Reading the assigned topic (Rt) - Rehearsing (Rh) - Formatting position (Fp) - Planning globally (Plg) - Organizing the paragraph (Op) - Brainstorming (Br) - Setting content goal(Scg) - Reading/ rereading (Rd) - Note-taking (Nt)	<b>Planning (2 minutes)</b> -Reading the assigned topic (Rt) -Planning globally (Plg) -Formatting position (Fp) -Setting content goal (Scg) -Organizing the paragraph (Op) -Note taking (Nt) -Brainstorming (Br) -Translating (Tr)	<b>Planning</b>
<b>Translating (46 minutes)</b> - Speaking the words as they are written (Sw) - Planning locally (Pll) - Formatting position (Fp)	<b>Translating (40 minutes)</b> - Reading the assigned topic (Rt) - Planning locally (Pll) - Speaking the words	<b>Translating (38 minutes)</b> - Reading the assigned topic (Rt) - Formatting position (Fp) - Pausing (P) - Translating (Tr) - Structuring (Sc)	<b>Translating (40 minutes)</b> - Reading the assigned topic (Rt) - Formatting position (Fp) - Planning (Plg) - Rehearsing (Rh) - Summarizing(S)

<ul style="list-style-type: none"> <li>- Reading rereading(Rd)</li> <li>- Repeating (Re)</li> <li>- Rehearsing (Rh)</li> <li>- Summarizing (Sm)</li> <li>- Editing, deletion (Ed)</li> <li>- Structuring (Sc)</li> <li>- Pausing (P)</li> </ul>	<ul style="list-style-type: none"> <li>as they are written (Sw)</li> <li>- Formatting position (Fp)</li> <li>- Reading/ rereading(Rd)</li> <li>- Repeating (Re)</li> <li>- Rehearsing (Rh)</li> <li>- Summarizing (Sm)</li> <li>- Editing, deletion (Eds)</li> <li>- Revision (Rva)</li> <li>- Structuring (Sc)</li> <li>- Pausing (P)</li> <li>- Using dictionary (Dc)</li> </ul>	<ul style="list-style-type: none"> <li>- Using dictionary (Dc)</li> <li>- Speaking the words as they are written (Sw)</li> <li>- Summarizing (Sm)</li> </ul>	<ul style="list-style-type: none"> <li>- Setting the content goal (Scg)</li> <li>- Brainstorming (Br)</li> <li>- Organizing the paragraph (Op)</li> <li>- Structuring (Sc)</li> <li>- Pausing (P)</li> <li>- Repeating (Re)</li> <li>- Commenting (Cm)</li> <li>- Using dictionary (Dc)</li> <li>- Speaking the words as they are written (Sw)</li> </ul>
<p><b>Reviewing (14 minutes)</b></p> <ul style="list-style-type: none"> <li>- Evaluating/ reading the text</li> <li>- Editing <ul style="list-style-type: none"> <li>- Deletion (Eds)</li> <li>- Addition (Ea)</li> <li>- Grammatical/ syntactical (Eg)</li> </ul> </li> <li>- Revising <ul style="list-style-type: none"> <li>- Adding words, phrases (Rva)</li> <li>- substituting one phrase or clause for another (Rvs)</li> <li>- Changing the organization of information in the text by moving sentences/ words (Rvr)</li> <li>- Deletion one phrase or clause (Rvd)</li> </ul> </li> </ul>	<p><b>Reviewing (9 minutes)</b></p> <ul style="list-style-type: none"> <li>- Evaluating/ reading the text(Ev)</li> </ul> <p>Editing</p> <ul style="list-style-type: none"> <li>- Deletion (Eds)</li> <li>- Addition (Ea)</li> </ul> <p>Revising</p> <ul style="list-style-type: none"> <li>- Adding words, phrases (Rva)</li> </ul>	<p><b>Reviewing (4 minutes)</b></p> <ul style="list-style-type: none"> <li>- Evaluating/ reading the text(Ev)</li> </ul> <p>-Editing Addition (Eds)</p>	<p><b>Reviewing (5minutes)</b></p> <ul style="list-style-type: none"> <li>- Evaluating/ reading the text(Ev)</li> <li>- Editing <ul style="list-style-type: none"> <li>- Addition (Ea)</li> </ul> </li> </ul>
<p><b>Post- writing (14 minutes)</b> Rewrite the draft silently</p>	<p><b>Post –writing (15 minutes)</b> Rewrite the draft silently</p>	<p><b>Post-writing (14 minutes)</b> Rewrite the first draft silently</p>	<p><b>Post-writing(14 minutes)</b> Rewrite the first draft silently</p>

The table below illustrates the most commonly used individual writing strategies by Fara, Ardy, Dina and Ryan in L2 (English) during the writing processes.

Table 3. The frequency of using each writing strategy when writing in L2 (English)

FARA		ARDY		DINA		RYAN	
Writing strategies (L2)	Frequency (L2)	Writing strategies (L2)	Frequency (L2)	Writing strategies (L2)	Frequency (L2)	Writing strategies (L2)	Frequency (L2)
Sw	45	Sw	35	Sw	35	Sw	27
Rd	30	Rd	26	Rd	6	Rd	2
Re	13	Re	7	Re	-	Re	3
Nt	5	Nt	11	Nt	2	Nt	1
Br	1	Br	-	Br	1	Br	-
Rh	12	Rh	8	Rh	0	Rh	12
P	7	P	2	P	6	P	5
Revision Rva 4 Rvr 2	6	Revision Rva	4	Revision -	-	Revision	
Editing Eds 7 Ea 3 Eg 2	12	Editing Eds 5 Ea3	9	Editing Eds2	2	Editing Eds 2 Ea 2	4
Op	4	Op	3	Op	2	Op	4
Ev	2	Ev	2	Ev	1	Ev	1
Sc	6	Sc	3	Sc	-	Sc	4
Scg	4	Scg	3	Scg	2	Scg	
Planning Plg 1 Pll 5	6	Planning Plg 1 Pll 3	4	Planning Plg 1	1	Planning Pll	2
Fp	1	Fp	1	Fp	1	Fp	
Cm	2	Cm	4	Cm	3	Cm	4
Sm	1	Sm	1	Sm	1	Sm	1
Rt	2	Rt	3	Rt	1	Rt	1
Dc	0	Dc	1	Dc	3	Dc	1

### Planning stage

At this stage, all writers except Ryan planned their essay before they started writing their essays. They all devoted time to planning the content and organization of their essays. In the case of Ryan, he did not write any outline at the planning stage. However, he did mental outlining as soon as he got the topic. The case of Ryan was actually similar to the findings of El-Aswad's (2002) study in which some of his respondents did mental planning while writing in Arabic and English. Therefore, it can be argued that planning does not always take place in the planning stage as proposed by some researchers (Flower & Hayes, 1980, 1981; Hammer, 1997; Cherry, Jolliffe, and Skinner at al., 1985). It could possibly take place in the writing stage.

As soon as the writers got the assigned topic, they read it. They engaged in mental activity to formulate their thoughts what to write next; they tried to analyze the demands of the writing topic. After identifying its problems, they tended directly to continue noting down the points for the categories identified and took their stance. They generated and developed their ideas using different strategies. Both skilled and less skilled writers, except Dinna, mainly



relied on reading/rereading, rehearsing, and repeating strategies to generate ideas (see Tables 3). Dinna had different ways in generating and developing her ideas. She adopted ‘knowledge telling’ model proposed by Bereiter and Scardamalia (1987). She wrote whatever ideas coming into her mind, and read the last sentence fast.

Skilled writers planned their writing extensively. This finding is in line with the finding of Victori (2005). She summarized her findings that skilled writers spent more time on planning and thinking than less- skilled ones did. In this study, skilled writers planned globally before writing in both L1 and L2. They always organized their essay extensively. Skilled writers realized the importance of planning strategies to create a good piece of writing. In the retrospective interview, they stated that the planning stage was very helpful in guiding them during the writing process. They also added that they always planned their writing extensively while writing their writing assignments. The other less- skilled writers, Dinna, spent a little time on planning her essay. Even though she organized her essay what to write next in global, she only noted down few key points.

### **Translating stage**

The next stage is the translating/writing stage. All student writers, particularly skilled writers, adopted a variety of strategies. However, skilled writers adopted highly recursive style of writing compared to less-skilled writers (see Table 3). It made skilled writers’ writings highly recursive. They read/reread their text back and forth, repeated the words/chunks, and rehearsed to get ideas.

With regard to less-skilled writers, their writings tend to be less recursive than those of skilled writers as the frequency of their writings strategies was low. One possible reason why Dinna adopted linear style of writing was her writing behavior resembled that of knowledge-telling model proposed by Bereiter and Scardamalia’s (1987). The model is called the “what-next-strategy” and “I think...what else” The writer probes contents and discourse knowledge and writes down the ideas as they emerge. Children and less-skilled writers usually begin without any major initial planning, or they plan a little because they just tell what they have to express in a simple way. This strategy is called ‘natural’ or ‘unproblematic’ because it involves hardly any planning or revision (Bereiter & Scardamalia, 1987).

The data from the think-aloud analysis, observation, and retrospective interviews show that none of the participants in this study adopted language switching (the use of L1 when writing in L2). This strategy is considered a very common strategy among L2 writers (Krapels, 1991; Wang & Wen, 2002). However, the previous studies above are not in line with the current research. There were no participants in this study (both skilled and less-skilled writers) employed this strategy. They consistently spoke in English during the writing process. I interviewed all of them one by one why they did not use their L1 when writing in L2. Skilled writers mentioned that they were used to thinking in their L2 when writing in L2. Moreover, they felt much more comfortable to use their L2 when writing in L2.

### **Reviewing stage**

In the reviewing stage, skilled writers said they normally reread their whole essays at least once to check what they thought was right. They reviewed their essays thoroughly to find the flow of their text in order to add more connected ideas. Fara went over the structure of her essay,

read the text carefully and did the external revisions/editing, so did Ardy. They only did few internal revisions/editing (revision/editing done during the writing process) because they preferred doing external revisions/editing (revisions/editing done in the reviewing stage). In the retrospective interview, both Fara and Ardy said that in the translating stage they often read and reread what they had written; one of the purposes of doing it was to monitor their writing. Therefore, they only did few internal revisions and editing. In the reviewing stage, both of them did deep-level and surface changes. Compared to other writers, Fara did deep-level changes more often.

With regard to less-skilled writers, they only reread their texts once. Having finished completing their essay, Dina and Ryan glanced through their written text and made some changes. They mostly focused on editing vocabularies, basic grammar rules, and spellings. This finding is in agreement with the finding of some researchers (e.g. Faigley, 1981; Pianko, 1979; Perl, 1979, 1981; Sommers, 1980). Based on the retrospective interview, the reasons why less-skilled writers concentrated on surface changes was they were not used to revising their essay extensively as they did not realize that revision can help them generate and develop their ideas. They added that their first draft had already contained their ideas; therefore, revising their texts was not really necessary. They corrected the texts only what they knew and most of them dealt with common errors, vocabularies, and grammar rules. This condition showed that these writers need more training in revision strategies.

### **Post-writing stage**

The aim of this stage is to edit and revise the written composition in order to improve the quality of writers' writing. However, doing the think-aloud a procedure is very tiring as writers had to do two things: verbalizing their thoughts and writing at the same time. After applying this approach for more than an hour, writers felt very exhausted. In the post writing stage they did not verbalize their thoughts; they just rewrote the text silently.

### **Predominant strategies used by writers**

As seen from the table (see Table 3) above, the most predominant strategies used by skilled and less-skilled writers were speaking while writing. This strategy is probably a function of composing aloud. The second predominant strategies used by both skilled writers were reading/rereading (see Tables 3). They stated that based on their experience, this strategy was an effective strategy to develop and generate ideas; reading/rereading strategy was to be the most significant strategy in generating their ideas and getting some sense of direction in their essay and further rereading also led them to other ideas.

The second predominant strategy used by less-skilled writer, Dinna, was editing (see Table 3). Dina edited her texts quite often, and she was more interested in editing the texts rather than revising it. This finding aligns with what have been found by other researchers (e.g. Perl, 1979, 1981; Sommers, 1980). The second predominant strategies adopted by the less skilled writer, Ryan, were rehearsing and pausing. Ryan generated ideas mainly from rehearsing. He also paused a lot during the writing process. According to Pennington and So (1993), this strategy is mainly used by less skilled writers. Based on the information from retrospective interview, Ryan paused a lot for different purposes such as, taking a rest for a while after writing long sentences, reformulating the idea, etc.

## CONCLUSIONS

Teachers need to inform students that writing is not a linear process; they can go back and forth in order to generate ideas and make sure they think right. They should also encourage their students to use effective writing strategies in a productive way. Effective writing strategies refer to the ability to control and direct the use of writing strategies. This finding is consistent with the studies of some researchers (e.g. Abdullah et al., 2011; Macaro, 2009). The skilled writers who applied effective strategies knew when to choose the appropriate strategies at the right moments; they knew how to generate ideas, when to plan, when to revise, why they read/reread the sentence(s) they have written. They understood the recursive nature of writing, and they rarely wrote repetitive statements. Unlike skilled writers, less-skilled writers did not experience writing as cyclical processes of generating ideas and revising texts to find their intended meanings. They were not able to control and direct their own writing process. Dinna often showed a lack of control and direction in writing processes, and she often lost her focus on the topic, while Ryan often wrote repetitive sentences.

Writing strategies are considered as a problem-solving task with goals to be accomplished. Therefore, writing strategies should be introduced and taught in the writing class. Students who are able to use writing strategies effectively can generate meaningful writings. From the findings above, it could be concluded that skilled writers use more effective planning and revising strategies compared to the less skilled writers. This study is in agreement with the studies conducted by Cumming (1989) and Sasaki (2000). Teachers should increase learners' engagement with pre-task activities by facilitating them to plan their writing because. This activity would improve the quality of the language used during the task by reducing the overall mental burden. Planning directs learners' attention and efforts to the writing process particularly when the task is complex. Less-skilled students paid very little attention to revision and editing strategies; consequently, teachers need to be aware of the role of revision. These strategies play an important role in the development of good writing. Teachers could also show the examples of revised works to the students; so, they will know how to revise and edit their work. This step should furnish sufficient opportunities for students to practice writing of different types.

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## **Improving Students' Speaking Ability through Small-Group Discussion**

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This research aimed to investigate how small-group discussion can be implemented to improve vocational high school students' speaking ability and to identify the role of small group discussion in improving students' speaking skill. This research was conducted by using action research, with 35 students of the second grade participating in this research. The findings of research can be explained in three cycles. Cycle 1 revealed that there were 37.2% of the students who did well; 42.8% were good although they had weaknesses in some aspects of using statements of introduction and choosing good sentences; 20% were weak and did not understand to choose appropriate sentences for introduction. Cycle II showed that 45.7% of the participants were good either in choosing appropriate sentences and pronunciation; 54.3% were considered good although they still lacked speaking communicatively with appropriate words. Cycle III was implemented after having additional classes, small guidelines of active speaking, and intensive practices. It found that 71.4% of the participants could communicate with English basic words and better structure, and 28.6% of them were still slightly below. Findings of this study showed that small group discussion could effectively improve students' speaking skill, engage them in the group work discussion actively, encourage them to be independent learners who can expose themselves in learning activities, make them feel more relaxed at learning, give them more opportunities to improve their speaking skills.

*Keywords:* speaking ability, small group discussion, and classroom action research

*Penelitian ini bertujuan untuk mengetahui bagaimana diskusi kelompok kecil dapat dilaksanakan untuk meningkatkan kemampuan berbicara siswa sekolah menengah kejuruan dan untuk mengidentifikasi peran diskusi kelompok kecil dalam meningkatkan kemampuan berbicara siswa. Penelitian ini dilakukan dengan menggunakan Classroom Action Research yang menjelaskan tiga siklus yang terdiri dari Planning, Acting, Observing dan Reflecting dengan 35 siswa kelas dua yang berpartisipasi dalam penelitian ini. Temuan penelitian dapat dijelaskan dalam tiga siklus. Siklus 1 mengungkapkan bahwa ada 37,2% dari 35 siswa yang*

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*melakukannya dengan baik; 42,8% baik meskipun mereka kurang dalam menggunakan ucapan dan memilih kalimat yang baik, 20% lemah dan tidak mengerti dengan baik dalam memilih kalimat yang tepat untuk ungkapan perkenalan. Siklus II menunjukkan bahwa 45,7% baik dalam memilih kalimat dan pengucapan yang tepat, 54,3% bagus walaupun mereka kurang berbicara secara komunikatif dengan kata-kata yang tepat. Siklus III yang dijelaskan setelah memiliki kelas tambahan, pedoman kecil untuk berbicara aktif dan praktik intensif, 71,4% dapat berkomunikasi dengan kata-kata dasar bahasa Inggris dan struktur yang lebih baik dan 28,6% sedikit berkurang. Penilaian keseluruhan menghasilkan bahwa diskusi kelompok kecil dapat secara efektif meningkatkan kemampuan berbicara siswa, melibatkan mereka dalam diskusi kerja kelompok secara aktif, memberikan mereka kebebasan yang dapat mengekspos diri mereka dalam kegiatan belajar, membuat siswa merasa lebih rileks dalam belajar, dan memberikan mereka lebih banyak kesempatan untuk meningkatkan kemampuan berbicara mereka.*

## **INTRODUCTION**

Language is a system for expressing meaning, and the primary function of language is for interaction and communication. As one of international languages in the world, English should be mastered by people around the world. Owing to the reason, English becomes the first foreign language that is taught in Indonesia, starting from elementary school to higher education. Studying second or foreign language becomes necessity when it comes to building relationship among peoples across the world. Rubin and Thompson (as cited in Ma'mur, 2006) state that "in today's world, contact with speakers of language other than English is increasingly common; we encounter such people in school, in our travels, in our jobs, as these contacts increase our motivation to study foreign languages" (p. 27). As an international language, English has an important role in this world. It can be seen from many aspects such as in business, academic, tourism, and it has been one of the main languages used internationally. Harmer (2001) comments that "English will remain a vital linguistic tool for many business people, academics, tourists, and citizen of the world who wish to communicate easily across nationalities for many years to come" (p.3).

Speaking is an integral part of communication and one of language skills learned. For most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. Brown, Rogers, and Rogers (2004) define speaking as a productive skill that can be directly and empirically observed and colored by the accuracy and effectiveness of listening skill. It can be inferred that speaking is an activity involving two or more people in which the participants are both the listener and speaker making their contribution. To communicate successfully, they should use effective language, as stated by Fulcher (2003) that "a speaker has to employ language effectively and appropriately in order to communicate his/her needs to a listener (p.23)".

Speaking plays an important social role to human life, also. It is the most vital tool of communication. Therefore, we may not communicate well if the ability of speaking is not good. The ability to speak effectively is an important element of our success in any field. Achieving speaking ability, however, is not simple. Spratt, Pulverness, and Williams (2005) argue that:

Speaking involves a lot more than just using grammar and vocabulary accurately in speech. When we speak we constantly have in mind the person

we are speaking to and our wish to communicate our meaning successfully to them. We use interactive strategies to help us achieve this. These include using body language such as gestures, eye contact, facial expression and movement to put our message across more strongly and clearly, and functions such as clarifying our meaning ..., asking for opinions ..., agreeing ... to keep the interaction (communication) going and check that is successful. (p. 48-49).

Furthermore, Luama (2004) comments that “speaking is also the most difficult language skill to assess reliably. A person’s speaking ability is usually judged during a face to face interaction, in real time, between an interlocutor and a candidate” (p. 1). Speaking skill is an important part of the curriculum in language teaching, and the majority of teachers consider it as the most difficult skill to be taught since it is an interactive process that requires the ability to incorporate the management of taking turns.

There have been a lot of techniques in teaching speaking skills. One of them is small-group discussion. The literature informs that small group could be an effective organizational medium for encouraging, clarifying, and guiding students’ participation in planning classroom activities, both academic and social. In conducting a discussion group, a teacher presents the students with a problem to solve. In small groups, they discuss possible solutions, which they then present to the class for comparison or further discussion. During the small group interaction, the teacher acts as a facilitator and at the end may summarize group comments or give other possible solutions.

Sharan (1976) states that small-group teaching is an approach to classroom organization, encompassing a wide variety of teaching techniques, for structuring the relationships of students and teachers. They wish to emphasize that the aim of small groups is to foster cooperation and communication among students for learning purposes and create a social context for individual investigation and involvement.

Regarding small group discussion as an effective teaching strategy in language activity, Harmer (2001) points out that there are some classroom tasks for which pair work is not sufficient and could be ineffective. Thus, it will be better to organize them in groups through which students can write a group story or role-play. Small-group activities help students create more interactional environment. Similarly, Ur (2000) asserts that in a group work, learners perform a learning task through interaction. It is a form of practice of oral fluency. In small groups, learners have the opportunity to interact, question, and elaborate with peers more frequently than they have in a teacher-centered environment, thus enhancing learning and understanding.

The importance of student-student interaction should not be underestimated as it is considered to be an interaction that mostly influences students’ performance in instructional situations. The use of small groups for learning creates a non-threatening environment that allows all students to participate in discussions that they may not have the opportunity to do so in a large group environment. The use of group work could improve learning outcomes because it fosters learners’ responsibility and independence, apart from creating an interactional classroom atmosphere. Through participating in group, learners will have more language practice since they do not just listen to their teachers.



The roles of teacher and students in group discussion are different from those in the whole-class setup. The teacher is no longer a lecturer or transmitter of materials, but rather the facilitator of learning process by encouraging cooperation among the students, while the students are no longer trying to impress their teacher but are busy learning actively. Therefore, in small group discussion, the students would have been obliged actively to speak as much as they can possibly say to express their feelings and ideas.

The teacher acts as a facilitator and at the end may summarize group comment or give other possible solutions. In the small group classroom, learning process becomes the main focus of the teacher’s attention. Preparation of materials still occupies his or her thought and time, however. A teaching plan is no longer synonymous with deciding what ideas to teach about a subject. It must be accompanied by plans of how the students will utilize the materials in their learning activities.

Students’ roles also change in this new learning environment. They must be helped to acquire the social skills they need for cooperative learning. They must learn to do independent research as part of larger group projects, to formulate their findings, to help place their work in the context of the others, and to conduct themselves in this setting without being under the vigilant eye of authority. Students are removed from their roles as ‘learning machines’ with constant input and output and become active planners and deciders.

Effective study in group discussion necessitates the social skills and functions for group participation, such as attentive listening, effective implementation of peers’ ideas, cooperation and sharing of information, mutual help, talking in turn, serving as group leader, and so on. Group discussion helps pupils to clarify their own ideas and helps them become aware of others’ opinion. Constructive group discussion could produce a better solution to problems.

Some studies regarding speaking through small group discussion have been conducted. For example, Hartoyo (2010) did some small-group activities to 35 students to their speaking competencies. Using action research, the results show that that the activities conducted through small group can improve students’ speaking competences in terms of their content aspect, accuracy, pronunciation, and fluency, as can be seen in the table below:

*Table 1: The improvement of speaking competences using small-group activities*

No	Speaking Competences	Cycle 1		Cycle 2	
		Pre-test	Post-test	Pre-test	Post-test
1	Students content aspect	5.83	6.11	5.83	6.57
2	Students speaking accuracy	5.91	6.31	6.92	8.18
3	Pronunciation aspect	6.23	6.40	6.23	6.88
4	Fluency aspect	5.77	6.25	5.77	6.74

The findings are also supported by Antoni (2014) who also conducted action research using small-group activities. After cycle 1 and 2, there was always improvement in the average score of five speaking components: pronunciation, grammar, vocabulary, fluency, and comprehension, as shown in the table 2 below:

*Table 2: The Improvement of speaking components using small-group discussion*

No	Indicator of speaking skill	Average of based score	Average score of cycle 1	Average score of cycle 2
1	Pronunciation	26	30	42
2	Grammar	30	40	46
3	Vocabulary	30	50	62
4	Fluency	24	36	50
5	Comprehension	24	34	42

Considering that speaking is a very important skill and the teaching of speaking could be conducted through small-group discussion, this study was interested in investigating small-group discussion in improving vocational school students' speaking ability. Two research questions were posed in this study: (1) What are the roles of small group discussion in developing students' speaking ability? and (2) How can small group discussion be beneficial to develop students' speaking ability?

## **METHOD**

The research took place at a vocation high school in Serang, Banten, Indonesia and adopted action research consisting of three cycles. Richards and Farrell (2005) highlights that action research has some characteristics. First, its primary goal is to improve teaching and learning in schools and classroom, and it is conducted during the process of regular classroom teaching. Second, it is usually small-scale and is intended to help resolve problems rather than simply be research for its own sake. Third, it can be carried out by an individual teacher or in collaboration with other teachers. The first characteristic was actually the end of this research because students at the vocational school still had problems with speaking in English. As has been suggested by the literature in action research, there were four stages conducted in each cycle: planning, acting, observing, and reflecting. There were 35 students participating in this research. This research focused on five aspects supporting speaking skills: pronunciation, grammar, vocabulary, fluency, and comprehension.

## **FINDINGS AND DISCUSSION**

### **Cycle 1**

In the planning stage, I initially planned to put students in pairs to set the learning scenario which consisted of patterns of communicative interaction. However, I decided not to talk to the students while the fluency activity was taking place. This is because I wanted to hear their answers and their follow-up discussion. The interaction patterns in the class were questioning personal data, introducing someone else to the group, and getting to know each other.

After the students discussed the material, they were paired up and given the question sheet to interview personal data, and then they reported orally in front of the class. During the activity, I paid attention to each pair to assess the extent to which they were using English or Indonesian and to determine whether they were doing it well.

There were some improvements students made after doing the activity. The class was active, and students showed their struggle to do the best. Although there were a few students who were still weak in doing this, the results showed that 13 students (37.2%) did well. 15 students (42.8%) were categorized good although there were still weaknesses in some aspects of using statements of introduction and choosing good sentences. Unfortunately, 7 students (20%) were weak and did not understand well in choosing appropriate sentences for introduction. The problem faced by these weak students was they were not familiar yet with good sentences of introduction.

The activity in the first cycle seemed successful. Some students gave a good response and looked happy with the activity. However, they still did not really understand how to conduct interview and introduction. I focused on this problem and decided to try again and reintroduce basic expressions of interview and introduction by referring to the handbook.

### **Cycle 2**

In this cycle, the students worked in pairs and then in group (5 students in each group); each student had more chances to do the interview. After that, they presented their interview results for about 10 minutes in their group. I moved around to find out the problems. The results showed that 16 students (45.7%) were categorized as good, with the others not so good (still finding difficulties in communication using appropriate sentences. The strategies used in this cycle seemed more interesting. The result was also better: there were more students who belonged to 'good' group. This, however, was still not my expectation. Therefore, in the next cycle, the focus was on pronunciation and fluency.

### **Cycle 3**

In the planning stage, I set the scenario to familiarize students with the expressions used for doing first meeting, asking questions about personal data, introducing someone else to the group, getting to know each other, expressing accepting and refusing invitations, agreeing and disagreeing, stating certainty and uncertainty, asking yes-no questions, and giving simple direction. That's why the expressions were reintroduced in this cycle with necessary changes.

The students kept going on speaking in pairs and then in group (5 students in each group), so each student had more opportunities to speak about the abovementioned activities (describing ideas, expressing agreement and disagreement, accepting and refusing invitation, etc.). Again, each student was given about 10 minutes in doing this activity. I observed the activity by moving around while anticipating the problems emerging.

The test conducted for this cycle referred to the students' ability to choose appropriate and their familiarity with and improvement in the expressions of introduction, questioning, agreement and disagreement, etc. The results show that 25 students (71.4%) were considered good, meaning that they could communicate using appropriate sentences and better structure, while 10 students (28.6%) were still below the criteria.

The highest score in this cycle was 99, and the lowest was 56. The mean score was 82.2, higher than the previous cycles. It means that in general, students' speaking skills improved. The improvement can be seen in all items (criteria). For example, for item 1, understanding agreement and disagreement, there were 8 students (22.8%) who were categorized 'very good,' with 17 students (48.6%) good and 10 students (28.6%) average. Item

2, understanding accepting and refusing expressions, 27 students (77.2%) were 'very good', and 8 students (22.8%) were 'good.' Item 3, understanding certainty and uncertainty expressions, 9 students belonged to a 'very good' group, with 20 students (57.2%) categorized as 'good,' 5 students (14.3%) average, and 1 student poor. Item 4, understanding yes-no question, 25 students (71.4%) were 'very good,' with 6 students (17.2%) 'good' and 4 students (11.4%) 'average.' Item 5, understanding simple direction, 17 students (48.5%) were categorized as 'very good,' and 11 students (31.4%) were 'good,' with 3 students (8.6%) 'average' and 4 students 'poor.'

### **The Roles of Small Group Discussion in Developing Students' Speaking Ability**

The findings of the research above shows that the use of small group discussion could improve all indicators of students' speaking ability. Students were actively engaged in the discussion activity. After they did some practices and had additional classes, students felt more confident to express more ideas. As mentioned, in the cycle 2, it was found that 45.7% of the students were categorized as 'good,' while in the cycle 3 the percentage was 71.4%. The improvement could be seen from students' ability to choose appropriate answer for each question and their better understanding of the expressions of introduction, questioning, agreement and disagreement, etc.

The findings indicate that small group discussion proves to be effective enough in improving students' speaking ability. There are some roles of small-group discussion which can contribute to develop speaking ability. Firstly, in a small-group discussion student-student interaction can be fostered. It can be seen when the student discuss the material in group. The students can share ideas and ask something each other. It promotes their communicative skills. Secondly, discussion promotes meaningful interaction and enhances learning. This is because in the activity they negotiate meaning to solve a problem, thus encouraging learning processes. Finally, it encourages students' responsibility and independence. This can be shown when they act as a leader, secretary, or spokesman of the group. The can learn to be responsible for the job they get.

### **How small group discussion can be beneficial to develop students' speaking ability**

Based on the score reached in each cycle showing improvement, small-group discussion can give positive results when implemented in EFL. Generally, findings of this research show the desired results with regards to the issue in speaking activities. Some of the issues identified include the students' proficiency of spoken language that hinder their participation in the class, their inability to practice the language outside the class, teachers' inconsistency in conducting speaking activities in the class, etc. Similarly, the students' perspectives with regard to the involvement in the oral group activities can also be identified, such as students' enthusiasm and motivation, contribution, sense of belonging as well as the importance of peer correction among group members. Also, there is a positive implication on the use of small group work activities in which students show improvement in their individual performance in speaking.

The interview result shows that all teachers agreed with the use of group work in teaching speaking. They argued that it was more student-centered and effective in getting every student to be involved in the task. Through the observation, students' engagement in the small

group work could be shown from their ability to communicate in English, team work, interaction among members, and enthusiasm & motivation in the activities.

From the three cycles conducted, it was found out that the students felt free to express themselves when interacting in the smaller group. It can be inferred that group work helps reduce students' anxiety to speak up in front of the class, enhance the students' motivation in joining the class, improve the students' motivation by discussing the task in group, make them feel comfortable to do the task with their group instead of working individually, and make them feel more relax to express their ideas.

## CONCLUSIONS

The use of small-group discussion in the EFL classroom can improve students' speaking ability. Through discussion, they are placed in a situation where they are encouraged to interact using the target language. Group discussion provides the effective use of classroom 'speaking time' because it enables students to have greater opportunities for sharing ideas. Besides, it is much easier to talk to a peer in a small-group than to do it in a whole class. However, there are at least two weaknesses of implementing this activity with regard to this research setting: the situation was noisy when the students were working in a group and they tended to use the native language, especially when the teacher was not around. Therefore, before conducting this activity, teachers need to explain about the procedure of discussion clearly, mix students (high, middle, low), and move around to control the speech domination. Finally, small-group discussion can possibly promote argumentation leading to critical thinking (Ilyas, 2016) as it is also a skill worth teaching in higher education.

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## **EFL Students' Writing Style in the Script Introduction Section**

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This study investigated the rhetorical pattern (RP) of the introduction section of the scripts written by Acehese undergraduate students studying in four different universities in Aceh. The focus of this study is on three elements: placement of the thesis, patterns of idea, and metadiscourse markers of the introduction section. Literature has reported a number of findings regarding the RP; however, information about this in undergraduate level, particularly in state universities in Aceh, is still limited. This study was conducted qualitatively by employing content analysis to identify the RP. A number of introduction sections of students' scripts from four selected universities in Aceh were collected and analysed. The result shows the dominance of the three elements in the introduction section.

*Keywords:* writing style, introduction section, Acehese undergraduate students

*Penelitian ini menginvestigasi langkah retorik bab pendahuluan pada skripsi mahasiswa strata satu pada empat universitas berbeda di Aceh. Fokus penelitian ini adalah pada tiga elemen yang terdapat pada bab pendahuluan ini yaitu penempatan kalimat thesis, bentuk-bentuk penyampaian ide, dan marka metadiscourse. Literatur telah banyak membahas hasil penemuan tentang langkah retorik ini; namun demikian pada tingkat strata satu khususnya di universitas negeri di Aceh, masih sangat terbatas. Penelitian ini dilakukan secara kualitatif dengan menganalisa isi dari bab pendahuluan skripsi untuk mengidentifikasi langkah retorik. Sejumlah bab pendahuluan mahasiswa strata satu dari empat universitas berbeda di Aceh di kumpulkan dan dianalisa. Hasil penelitian ini menunjukkan tiga elemen dominan yang terdapat pada bab pendahuluan ini.*

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## INTRODUCTION

In Indonesia, English is considered as a foreign language. Undergraduate students who are studying in an English education study program are required to master both written and oral English (Samad & Fitriani, 2016). At the end of the study, they are required to write *skripsi* (a research paper written by students in Indonesian higher education to get the Bachelor's degree) in English and defend it orally. This is an opportunity for the students to show their competence in understanding their research world in the form of writing and oral performance (Samad & Adnan, 2017). In this article, the term *skripsi* is translated to 'script,' and the term 'script' is used throughout the article.

In script writing, there are some sections that students have to complete. One of the sections is the introduction section. To write successfully in this section, they are required to include appropriate RP (rhetorical pattern). According to Bennui (2008), many non-native writers do not meet the expectations of the academic readers of the target language. Native speakers find it strange when they are reading non-native writers' writing due to the influence of the writers' first language and the RP of the writing. This means, implementing appropriate RP to meet target audience expectation is important (Hamadouche, 2013).

A number of researchers have conducted research about the RP. Yang and Cahill (2008) and Xing, Wang, and Spencer (2008) have proposed similar study about the rhetorical organization of Chinese and English native speaker. The results of their studies indicate that Chinese have a problem in organising their writing with appropriate rhetorical pattern. According to these researchers, the problem arose due to students' lack of understanding in organizing a paragraph in Chinese writing. Other researchers, Crawford et al. (2013) have conducted a contrastive rhetoric towards perception of identity which is written in the form of academic English in central Mexico. The result shows that the students have a strong identity with English; however, the writing is more influenced by the Spanish.

Another researcher, Marcellino (2004), finds that Indonesian writers tend to write with a sense of indirectness and non-linear. Arsyad (2000) also finds that the Indonesian students' way of writing is not similar to the native speakers of English. These differences could be influenced by the RP of their first language.

Building from the previous studies, our study specifically analysed the rhetorical pattern of the introduction section written by Acehnese undergraduate students in their scripts by looking at the rhetorical pattern of thesis statement. Thus, this study posed a research question: What is the rhetorical pattern used by the Acehnese undergraduate students in the introduction section of their script? The result of this study is expected to enrich information in the literature about the RP used by Indonesian students in undergraduate level.

### Rhetorical Pattern across Culture

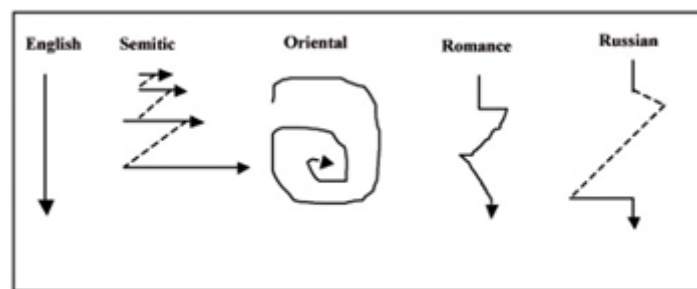
Cross cultural understanding is important. Writers are commonly influenced by their culture when they write. When the writing is intended to particular readers, the writers are required to present information based on the culture of the readers, including the RP of this community. By understanding others' culture, writers are encouraged to learn the target language meaningfully (Genc & Bada, 2005).



The influence of culture in writing has been reported by researchers. Cahyono (2001) states that students who speak English as their foreign or second language tend to translate their L2 based on L1 form. This includes phrases and RP. Similar research has been done by Helal (2013) showing that cultural differences impact on how texts are organized. The differences of RP in writing cause difficulties for readers. Nunan (1999) argues that the variety of RP in writing could establish a sense of awareness of the students about the differences.

Kroll (2011) shows Kaplan's original study to draw five major language families: English, Semitic, Oriental, Romance, and Russian. To draw the RPs of these languages, 600 paragraphs in English were collected and analysed. The five RPs could be seen in the following figure.

*Figure 1: Kaplan's rhetorical structure*



Source: Kaplan (1966, p. 19)

English is described as linear, straight and vertical line to represent the linearity of the organizational pattern. It usually begins with a topic statement and is followed by evidence to develop and relate it to other ideas. Alternatively, it may state examples and then relate them to a statement at the end of the paragraph (Ghanbari, 2013). Importantly, English writing is conceptualized by the arrangement of propositional content and the management of the systems of cohesion and coherence.

Following Kaplan's pioneering study, wide-scale investigations comparing writing in several languages with English have been carried out. Yang and Cahill (2008) found the rhetorical organization of expository essay between Chinese and America. Li (2011) conducted a study about the analysis of internship cover letters written by Taiwanese and Canadian. Those studies have their own limitation, but they yield similar results that non-native users of English maintain their first language style in writing English. The unfamiliarity and unawareness of the writing style becomes the major obstacles in dealing with a new culture. Likewise, previous investigations also indicate some new ways in analysing written text, and this can be used as a framework to do document analysis. The followings are three document analyses based on previous research on contrastive rhetoric between English and Chinese writing written by Xing, et al. (2008) and Incecay (2015).

***Inductive vs. Deductive (Placement of Thesis Statement)***

Texts written by Native English Speaker (NES) is commonly found in the form of deductive style where the main idea or thesis statement is stated first and the supporting detail is placed

after the thesis statement. However, most texts written by Chinese students are in the form of inductive style, in which the background material is given first to lead readers to the main point (Liu, 2007). This kind of writing pattern occurs because the students have learned the technique of beginning a paper with a broad topic and gradually narrowing it down to the focus of the paper (Xing, et al., 2008). A written text is judged inductively or deductively by looking at the placement of its thesis statement. Thesis statement is a sentence summarizing the fundamental argument of an essay (Magginson, 2007).

### ***Circular vs. Linear (Topic Sentences and Topic Changes)***

An essay written by NES situates the theme at the beginning of essay because of their linear style of writing. Linearity can be indicated by a low frequency of topic changes or a low average number of topic sentences in a paragraph. Similarly, Cameron (2007) proves that the use of a top-down and linear style is poured in the English expository writing. The main thesis statement is stated up front and supported with details. However, linear organization is poorly done by Asian students in their essay, which is incoherent. There is no topic sentence in a paragraph or there are too many things mentioned within one paragraph. As a result, their essay is irrelevant, illogical and unclear. Circularity can be measured by looking at the frequency of topic changes in paragraphs where topic sentences are used. This is proved by Rustipa (2010) in her research that English discourse by the Indonesians reflects the circular organization. She recommends that students should be taught the linear organization so that they can follow English rules in developing ideas.

### ***The Use of Metadiscourse Markers (Marks of Coherence and Unity)***

Providing appropriate transition statements when moving from one idea to the next is of paramount to do. Writers have to regularly place signals in the text so readers can see how the writers intend the text to hold together (Hyland, 2012). Specifically, English readers expect and require landmark of coherence and unity as they read. Then, it shows the readers how the parts of paragraph are connected. A study about the use of metadiscourse markers was conducted by Mirshami and Allami (2008). They agree on the use of metadiscourse markers as a determining indicator in the quality of the writers' theses. Equally, Estaji and Vafaeimehr (2015) also state that more proficient learners make more use of metadiscourse in their writing. Having familiarity with writing may improve the way of using metadiscourse markers in the writing.

### **Undergraduate Script**

Undergraduate script poses a challenge to most students, because as noted, Asian EFL students often find it difficult to produce academic papers (Newfields, 2003). Numerous publications have also emerged to highlight that non-native English students experience a great deal of difficulty in their studies at the demand of academic writing in English. Particularly, this study only focuses on the introduction section of undergraduate scripts. Introduction section is considered as the important part of the thesis since it has a function to attract readers' attention. Similarly, Swales (2001) states that "introduction section provides the rationale for the paper, moving from general discussion of the topic to the particular question or hypothesis being investigated..." (p.156).

It is the reason for students to situate their research idea in some paragraphs clearly. Introduction section is like a window toward the research. It serves the relevant idea related to the topic in the research so that readers understand the topic in the research and how it links to the research questions. In fact, writing introduction section becomes a challenge for EFL learners because it is considered as a chapter that has to be done as clearly as possible

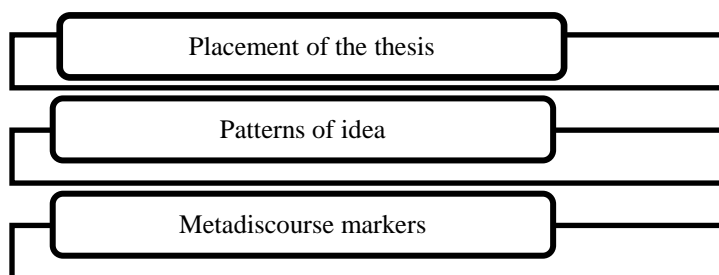
## METHOD

This study described the condition of the rhetoric reflected in the introduction section (IS) of undergraduate scripts. Content analysis was used in this research. The subject of this study was the Acehnese students' undergraduate scripts, while the research object was the rhetorical pattern used by the students. The researchers collected 20 undergraduate scripts from 20 English department students from four state universities/institutes in Aceh: Samudra Langsa University, IAIN (State Islamic Institute) Zawiyah Cotkala Langsa, Syiah Kuala University and UIN (State Islamic University) Ar-Raniry.

The researchers chose those higher institutions because they offered good English education curriculum and had good accreditation. The procedures were selecting the IS of the English undergraduate scripts completed in 2014 – 2016 and drawing inferences of rhetoric reflected in the IS. The analysis of the IS RP was only on the first chapter of the script. Finally, the result of this research indicated the rhetorical pattern in IS.

To investigate the rhetorical pattern in the IS of twenty Acehnese students' undergraduate scripts, this study used Incecay's framework (2015) to look at the rhetorical pattern, which included placement of the thesis, the pattern of idea, and the use of metadiscourse markers. These aspects suggest the coherence and the unity of a paragraph. The researchers focused on three categories as suggested by Incecay's framework (2015) to look at the IS of the students' scripts, as shown in the figure below:

Figure 2: Categories for analysis



## FINDINGS AND DISCUSSION

### Placement of the Thesis

Based on the corpus data in the research, the Acehnese undergraduate scripts used three placements of the thesis statement: thesis at the beginning (deductive), thesis in the middle (quasi-inductive), and thesis at the end (inductive). Those placements are also found in the

study by Xing, et al. (2008) which analysed the English writing by Chinese, as can be seen in the table below:

*Table 1: Students' placement of the thesis*

Placement of Thesis Statement	Number of Script N = 20
Thesis at the beginning (Deductive)	1
Thesis in the middle (Quasi-Inductive)	13
Thesis at the end (Inductive)	6

The Table 1 above has shown a number of placement of thesis statement from the students' undergraduate scripts. The thesis statement in one script was written at the beginning (deductive). In thirteen scripts, the thesis statement was located in the middle (quasi-inductive), while in six scripts, it was found at the end (inductive). Samples of the three categories are explained in details below.

Sample 1: Thesis at the beginning (Deductive)

Title: Analysis of Bitter Experience of The Protagonist in Mary Higgins Clark's Novel "Where are the children?"

In the novel, we can get information, story, ideas, and many else. Novel is one of media to learn English well, because by using novel we can get four skills of English easier.

Sometimes, novel has similar characteristic of human in the real life. So, we can learn from the story in the novel, such as learning about experiences that happened in the story of novel, learning how to solve problem in our life and so on.

**This thesis talks about bitter experience. Bitter is having a sharp unpleasant taste or not sweet.** Based on the explanation above, we can conclude bitter experience is the great unhappiness or sad event in people's life. Such bitter experience may implicate a great trauma to the people, which means people might not have great mental strength to cope with those problems.

The text illustrated on Sample 1 above is actually not an ideal example for the deductive type because the thesis statement is not exactly at the beginning. However, this is the only script with the thesis statement written very close to the beginning of the writing. Sample 2 below is the example of Quasi-Inductive.

Sample 2: Thesis in the middle (Quasi-Inductive)

Title: Grammatical Error Analysis on Students' Speaking Performance

The mastery of speaking becomes the most important aspect of learning a second or foreign language. By developing this skill, the students are supposed to communicate, express idea, thought, and opinion using English. According to Hotlgraves, speaking is producing the utterances to make the listener understand what is meant by the speaker...

The writer interviewed some students of English education. As there are differences between two languages: Indonesia and English, it was found that the students committed the unsuitable language rules during communication, especially in grammatical aspect.

**Since they produce many errors, their speaking was hard to understand. It is important to help the students reduce their error. Therefore, we need to know the source of error to overcome this problem by using error analysis.** The expert mentioned two main sources of errors, namely inter-lingual and intra-lingual...

From the Sample 2 above, it can be seen that five Acehnese students put the thesis statement in the middle of their research introduction. They put the idea in the middle of the background of the study. In the first paragraph, it states the general knowledge, the preliminary study and then the thesis statement, which is put in the middle followed by some supporting details. The next sample is the excerpt of thesis statement which is located inductively.

#### Sample 3: Thesis at the end (Inductive)

Title: The Moral Value in Ten Aesop's Fables

Literature is a permanent expression in words of some thought or feeling or idea about life and the world. Literature is the result of works of human that contains the experience of life which often made in the form of literary works such as drama, novel, poetry, story, and others...

Fable is one of the literary works that is well-known in the world. Fable is a short prose fiction formulated to express and exemplify a useful truth or moral precept, often employing animals as representations of human characteristic traits...The moral values found in literary works by Aesop inspired human to be an intelligent and never give up. It can be seen in his fable "The Crow and The Pitcher". In this fable Aesop wants to emphasize that in a pinch a good use of our wits may help us out.

**Finally, the writer interested in it and she also impressed by the way of the writer (Aesop) puts the moral values in the fable. That is why the main focus of this analysis is about "The moral Values in Ten's Aesop Fable".**

As shown in Sample 3 above, the students have the tendency to write their English thesis statement inductively. This was in accordance with their L1 which is the preferred rhetorical pattern among the Acehnese in which it is written inductively. After the analysis of the placement of thesis statement, the next criterion is pattern of idea which is discussed below.

#### Pattern of Idea

In Xing, et al. (2008), it was revealed that there were two typical characteristics of English rhetoric: linear and circular. Within these two, the circularity of the idea tends to be commonly used by the students. The table below shows the number of patterns of ideas among the twenty IS of the scripts.

Table 2: Pattern of idea

Patterns of Idea	N = 20
Linear	1
Circular	19

From the twenty scripts analysed in this study, only one script that has the linearity of the idea. Below is the example of the linearity of the idea.

#### Sample 4: Linearity

Title: Analysis of Bitter Experience of The Protagonist in Mary Higgins Clark's Novel "Where are the children?"

Our world is rotating fast. We are living in the revolution century that change our traditional way into modern way. It makes us easily getting information about something. We can find it in the television, radio, internet, magazines, and some types of literature. An example of literature is a novel. In the novel, we can get information, story, ideas, and many else. Novel is one of media to learn English well, because by using novel we can get four skills of English easier. Sometimes, novel has similar characteristic of human in the real life. So, we can learn from the story in the novel, such as learning about experiences that happened in the story of novel, learning how to solve problem I our life and so on.

**This thesis talks about bitter experience. Bitter is having a sharp unpleasant taste or not sweet.** Based on the explanation above, we can conclude bitter experience is the great unhappiness or sad event in people's life. Such bitter experience may implicate a great trauma to the people, which means people might not have great mental strength to cope with those problems...

The Sample 4 above shows the linearity of the idea. Even though it states general statement at the beginning, the pattern of idea is clear enough. The topic sentence and the topic change are placed and run smoothly. Surely, the placement of the thesis is written deductively in this script and it shows the linearity. Conversely, the other nineteen scripts share the circularity of the idea in the IS. Moreover, most students place the thesis statement in the middle of the text and at the end of the text. Below is the example of the circular pattern.

#### Sample 5: Circular

Title: An Analysis of Grammatical Errors in Students' Writing Report Text.

People are more aware of how important the language is. Language is the integral part that cannot be separated from human being, because of its function as communication. Communication is mainly divided into two, there are verbal and non-verbal...Human language has changed by the time. Harmer says that communication between human as an extremely complex and ever-changing phenomenon. Undoubtedly, language is needed to interact one to another which helps people to interact, express, and communicate their ideas.

**By using language, we can ask other people to do something, exchange our ideas and communicate each other about our plan in the**

**future or experience. Furthermore, English is an international language and it has an important role for communication in the world.**

Based on the 2006 curriculum KTSP, the students must master the four language skills; listening, reading, speaking, and writing. Where grammar is one of language aspects which is taught in order to support those four skills for proper understanding of a language...

From the above sample, there are many ideas within one paragraph, and the paragraph seems lack of supporting details. It creates incoherency between one paragraph and another. To give more insights about the coherence, the next section will discuss the finding about metadiscourse markers.

### Metadiscourse Markers

The use of metadiscourse marker becomes the main concern in academic writing. It serves the coherence of the written text. The table below shows the metadiscourse markers that are found in the undergraduate scripts of the Acehese students.

Table 3: Metadiscourse markers used by Acehese students

Scripts	Discourse Marker										
	Addition	Cause Effect	Compariso	Contrast	Sequencin	Illustration	Persuasion	Emphasis	Opinion	Summary	TOTAL
US1	4	2	-	1	2	1	-	-	-	-	10
US2	8	1	1	4	-	-	-	1	-	1	16
US3	2	-	-	2	-	1	-	-	-	1	6
US4	2	3	-	2	-	-	1	-	-	3	11
US5	3	4	-	3	-	3	-	-	-	4	17
US6	3	-	-	-	4	2	-	-	-	3	12
US7	2	2	-	-	-	1	-	-	-	3	8
US8	1	1	-	-	1	-	-	-	-	-	3
US9	2	-	-	1	-	1	-	3	-	1	8
US10	3	2	-	-	-	-	-	-	-	1	6
US11	4	3	1	2	2	-	-	-	-	2	14
US12	1	1	-	1	-	-	-	-	-	1	4
US13	-	2	-	-	-	1	-	-	-	-	3
US14	4	1	-	2	2	-	-	-	-	1	10
US15	1	1	1	6	-	-	1	-	-	3	13
US16	-	-	-	-	-	-	-	-	-	-	0

<b>US17</b>	-	2	-	1	-	-	-	-	-	2	<b>5</b>
<b>US18</b>	2	1	-	-	-	-	-	-	-	-	<b>3</b>
<b>US19</b>	-	2	-	-	2	-	-	-	-	1	<b>5</b>
<b>US20</b>	-	-	-	2	-	-	-	-	-	-	<b>2</b>

Table 3 above presents the frequency of each aspect of discourse markers found in the introduction section of each script written by the students. Based on this table, the researchers found that eight scripts are complete enough in the use of metadiscourse markers, while twelve scripts only include a maximum of eight metadiscourse markers. There is one script which does not include any of the discourse markers. Furthermore, the researchers found that four discourse markers are rarely used by the Acehnese students, namely comparison, persuasion, emphasis and opinion. From this finding, the researchers assume that there should be some reasons for them avoiding using those markers. For example, they perhaps rarely use comparison and opinion markers because of their inability to compare the previous studies and put it based on their opinion. Equally, persuasion and emphasis markers are also never used by the Acehnese students in their writing because of their unfamiliarity of those conventions.

To sum up, undergraduate script is actually bound to have the IS. Yet, the IS is considered to be the most important, but complicated, part for some writers. The Acehnese students lay the placement of the thesis statement inductively. Consequently, the pattern of idea that is shared in the introduction is indirect. As stated by Xing, et al. (2008), many western teachers find Asian students' essays confusing, either because there is no topic sentence in the paragraph or because too many things are mentioned within one paragraph. Thus, they claim that the EFL written text is commonly known as irrelevant and unclear paragraphs. For metadiscourse markers, although not all of the Acehnese students were aware of the use the metadiscourse markers, they have applied them in their writing. The result has arrived at noteworthy insights that Acehnese students mostly employed the inductive type of logic and circular thought of pattern. They started the discussion in the general area to the specific one. Similarly, the pattern of their IS is different to English cultural writing convention which is dominantly deductive and followed by the linearity of the thought patterns.

## CONCLUSIONS

The analysis of the IS has demonstrated cultural uniqueness, which strengthens the significance of the study by contributing to cross-cultural rhetoric. This research has drawn that most Acehnese undergraduate students write the IS with inductive style and circular pattern. They tend to follow oriental style in which the message is delivered indirectly. This happens because the Acehnese students are commonly influenced by the pattern of their first language when they write in English.

Based on the results of this research, the researchers would suggest that both teachers and students of a foreign language be required to understand cultural differences. Language teachers cannot avoid conveying the impression of another culture because language cannot be separated from the culture. In other words, they should be aware of cross-cultural



understanding in writing the structure, style, patterns and so forth. When students are aware of the cross-cultural understanding, they would be able to construct and arrange the idea into sentences in an appropriate way, based on the target language/culture. Above all, the students would be able to reach the target discourse community.

Furthermore, since this research has its own limitation and has a small portion of the data corpus, it is expected that other researchers conduct similar studies to cover wider subjects. Hence, the result of future studies may enrich the knowledge in this area of research.

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