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Surakarta English and Literature Journal (SELJU) is a peer-reviewed journal published by the Faculty of Language and Literature, University of Surakarta twice a year in August and February. The aim of SELJU is to provide a venue for academics, researchers and practitioners to publish original research articles or review articles. The scope of articles published in this journal discusses various topics such as Linguistics, Translations, Literature, and other sections related to contemporary problems in English.

EDITORIAL INTRODUCTION

Assalamualaikum wr wb.

Alhamdulillahirabbil'alamin. Thanks to the grace of Allah Almighty, *SELJU: Surakarta English and Literature Journal* Volume 3 Number 2 is finally published both in online and printed. In the fifth edition, we present five articles which consist of a linguistic article and four language articles. The compositions of writers are a person from Nahdlatul Ulama University of Purwokerto, five people from Veteran Bangun Nusantara University of Sukoharjo, and two people from STMIK Sinar Nusantara Surakarta.

A linguistic article entitled *The Function of English Terms in Korean Popular Music (K-Pop): A Register Analysis* by Asfi Aniuranti. Four language articles entitled *Grammatical Language Transfer on English Caption in Instagram's Hashtag #englishexpounivet* by Sihindun Arumi, Giyatmi and Ratih Wijayava; *Students' Perception Toward English Tutorial Program Activities and Facilities and Its Influence on Their English Competence* by Suryanti Galuh Pravitasari and Elistya Rimawati; *The Use of Classroom Languages for Beginning Lesson in Micro Teaching Class* by Arin Arianti; *The Implementation of Peer Teaching in Teaching English for Young Learners of English Department, UNIVET Sukoharjo* by Nurnaningsih.

The writer, Asfi Aniuranti, is from Nahdlatul Ulama University of Purwokerto. Meanwhile, the five writers are Sihindun Arumi, Giyatmi, Ratih Wijayava, Arin Arianti and Nurnaningsih from Veteran Bangun Nusantara University of Sukoharjo. Then, the two writers are Suryanti Galuh Pravitasari and Elistya Rimawati are from STMIK Sinar Nusantara Surakarta.

Thus, hopefully, the publication of the third edition of this journal enriches the realm of research and studies in the field of Linguistics, Translation, Literature, and language related to contemporary problems in English.

Wassalamualaikum wr wb.

Surakarta, August 2020

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Chief Editor

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THE FUNCTIONS OF ENGLISH TERMS IN KOREAN POPULAR MUSIC (K-POP): A REGISTER ANALYSIS

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ABSTRACT

This study is a part of register research aimed at investigating the functions of English terms in Korean Popular Music (K-Pop). There are many English terms used in K-Pop, and those terms are assumed to have some purposes. The researcher completed this study through several phases called data gathering, data analysis, and data presentation. The present study reveals that there are at least eleven functions of English terms in K-Pop. The terms are utilized for promoting the singers' music projects, showing self as something different from the others, communicating briefly, praising the singers' physical appearances, appreciating the singers' achievements, giving comment on the singers' attitudes, commenting on the singers' fashions, joking, giving appreciation to the music agencies, appreciating the fans, and showing hatred toward the singers.

Keywords: Register, English Terms, K-Pop, Term Functions.

ABSTRAK

Penelitian ini merupakan bagian dari kajian register yang bertujuan untuk meneliti fungsi istilah bahasa Inggris dalam Korean Popular Music (K-Pop). Terdapat banyak istilah bahasa Inggris yang digunakan dalam K-Pop dan istilah tersebut diasumsikan memiliki beberapa tujuan tertentu. Peneliti menyelesaikan penelitian ini melalui beberapa tahapan, yaitu pengumpulan data, analisis data, dan penyajian hasil analisis. Penelitian ini menunjukkan bahwa setidaknya ada sebelas fungsi dari istilah-istilah bahasa Inggris dalam K-Pop. Istilah-istilah tersebut digunakan untuk mempromosikan proyek musik para penyanyi, menunjukkan diri sebagai sesuatu yang berbeda, berkomunikasi secara ringkas, memuji penampilan fisik penyanyi, memuji prestasi penyanyi, berkomentar terhadap perilaku penyanyi, berkomentar terhadap gaya berbusana penyanyi, bercanda, memberi pujian terhadap agensi musik, memuji penggemar, dan menunjukkan rasa benci kepada penyanyi.

Kata kunci: Register, Istilah Bahasa Inggris, K-Pop, Fungsi Istilah.

INTRODUCTION

Nowadays, Korean Popular Music (K-Pop) gains a lot of attention from all around the world. The popularity of South Korean popular music has spread from neighbouring Asian countries, such as Japan and Taiwan, to farther ashore in Europe, the Americas, and the Middle East (Lie, 2012; Messerlin & Shin, 2017). K-Pop itself is a combination of several genres. Leung (2012) explains that Korean popular music (K-Pop) is a musical genre that incorporates a variety of styles including pop, hip-hop, rap, rock, R&B, and electronic music. Messerlin & Shin (2017), moreover, describe K-Pop as music sector which focused on boy and girl group that features singer-dancer.

The growth of K-Pop causes the occurrence of language phenomenon called “terms”. Terms commonly emerge in a certain job or community. According to Holmes (1992), terms like *silly mid-on*, *square leg*, *the covers*, and *gully*, for instance, to describe positions, *an off-break*, *googly*, and *leg break* to describe deliveries are examples of peculiar vocabularies to cricket. Peculiar vocabularies or terms in a certain job is one of the register features. Holmes (1992) states that a language in a certain field of a social group (register) will develop more and more characteristics such as lexical, syntactic, and even phonological. Overall, terms in K-Pop are one of the register features generally examined in register analysis.

People inside K-Pop life like the singers and the fans commonly use many terms in their communication. The terms are normally in Korean, English, or combination between English and Korean. This study is only concerned with 105 English terms found in K-Pop. The occurrence of these terms is assumed because of English status as an international language and the importance of English in South Korea. Here is one of the English terms in K-Pop.

5-member **boy group** 100% dropped the music video for title track “U Beauty” off of its cool summer album “Sunkiss.” The group already started its promotion for the album on the main three broadcast stations, showing off their improved vocal and dance skills.

(Source: www.soOMPI.com)

In the dictionary written by Hornby (2010), the word *boy* means ‘a male child or a young man person’, and *group* means ‘a number of musicians who perform together, especially to play pop music’. It can be concluded that the term *boy group* means ‘a group of male singers’. Meanwhile, in K-Pop, the term *boy group* has a specific meaning. It is only used to call a male group that sings and dances in their performances or a male group with singing and dancing concept. In the news above, the term *boy group* is used to call a group named 100%, and they are called a *boy group* since they have the ability in singing and dancing. In K-Pop, this term is used to show that K-Pop has something different from the others.

Besides the term “boy group”, there are still for about 104 terms in K-Pop, and the writer has examined those terms from there different points of view namely the term forms, the term formation, and the term meanings. The analysis has been reported in an article entitled “Exploring Register Variation in Korean Popular Music (K-Pop)” in 2019. The writer then decided to do further analysis on those English terms. This present study, therefore, discusses another aspect of English terms in K-Pop called the functions. By investigating the function, a better understanding of English terms in K-Pop might be obtained.

METHODOLOGY

This study is a continuation of the researcher’s previous article entitled “Exploring Register Variation in Korean Popular Music (K-Pop)” published in 2019. That article only investigated English terms (105 terms) from three different points of view called forms, formations, and meanings. The writer, therefore, decided to conduct a further investigation of the English terms. Another aspect that might be discussed is the term functions. All the English terms obtained in the previous study were examined by observing the use of each term and considering a relevant theory about register functions from Biber (1994). After the data analysis, the writer presented the result in words and tables.

FINDINGS AND DISCUSSION

There are at least 105 English terms found in Korean Popular Music. Each term is assumed has a certain function/purpose. After considering the usage of each term and the theory of register functions from Biber (1994), the writer concluded eleven functions of English terms emerged in K-Pop. Here is the explanation.

1. Promoting the singers’ music projects

The success of K-Pop is influenced by the creative and varied ways in promoting the singers’ music. It is shown through a lot of terms that refer to several ways in promoting the singers’ music. The researcher assumes that the terms related to this are employed to promote the singers’ music projects. It is in line with Biber’s (1994) theory. He point outs that one of register purposes is to sell. One of the terms used for promoting the singers’ projects is *teaser*.

Table 1. The Use of the Term

Term	Meaning	The Use
teaser	‘an information or an advertisement which contains an incomplete information about the singers’ music project’	Miss Right is a fresh track with an easy to remember melody line. After realizing a few <i>teasers</i> that show off a darker image, it was surprising the see them end up with colorful music video and playful choreography.

Source: www.soompi.com

Based on the news above, it can be concluded that *teaser* is used to attract the fans’ attention before the singers release a music video (MV). The singers expect their fans to enjoy their pieces of music. The unique thing in K-Pop is the variety of *teasers* used. There are several types called *video teaser*, *audio teaser*, *music video teaser*, *image/photo teaser*, *jacket image/jacket photo teaser*, and *cartoon teaser*. The other terms used for promoting music projects are *debut*, *album*, *debut album*, *full album*, *mini album*, *single/track/song*, *title track/title song/title single*, *sub unit/unit group*, *tour*, *rehearsal*, *special stage*, *dance practice video*, *good bye stage*, *concert tour*, *fan meeting*, *fan cafe*, and *comeback*.

2. Revealing self as something different from the others

Biber(1994) explains that one of purposes of register is to reveal self including expression of personal feelings, attitudes, or efforts at enhancing interpersonal relations. In K-Pop, there are some terms used to revel self especially to show that people inside K-Pop world have something different from the others. The example is the term *visual*.

Table 2. The Use of the Term

Term	Meaning	The Use
visual	‘A member of group who has a role as a center and face of the group because of the stunning physical appearance’	The <i>visual</i> of A-Pink showed exactly why she is the <i>visual</i> with her perfectly shaped face, doe eyes and long curled hair. Source: www.soompi.com

Every singer group or normally called idol group has *visual* in their groups. The member normally was chosen by the agency to be the center or face of the group. The main reason of a member to be a visual is the stunning physical appearance. This concept probably does not exist in other music industries. Based on this fact, the writer conclude that this term is used to show that K-Pop is different from the others. The other terms that have the similar function are *idol, idolization, idol group, boy group, girl group, idol band, vocal group, leader, main vocal, main dancer, main rapper, line, trainee, rookie, bias, bias wrecker, ultimate bias, fandom, multifandom, kpopers, uncle fan, fanboy, fangirl, light stick, stage mistake video, selca, v-pose, high five, stan, ship, shipping, shipper, and successful fan.*

3. Communicating briefly

In K-Pop, there are some terms used to communicate briefly. These terms are normally manufactured by clipping, alphabetism, and blending. Several English terms are shortened or blended since people inside K-Pop want to communicate briefly, for example, the term *bromance*.

Table 3. The Use of the Term

Term	Meaning	The Use
bromance	‘a close friendship between twomale singers’	Going back for an 80’s concept, “Delicious” promises to be fun and upbeat track showing ofd Woohyun and Key’s playful sides and their obvious <i>bromance</i> . Source: www.soompi.com

The term *bromance* is formed by combining words *brother + romance*. However, for communicating briefly, that term is blended into *bromance*.The other terms used for communicating briefly are *fanfic, PV, MV, fan sign, fandom, kpopers, UB, VCR, anti, selca, and fancam.*

4. Praising the singers’ physical appearances

As the public figures, all K-Pop singers (idols) are demanded to care many aspects such as physical appearance, attitude, fashion, achievement, and personality. Everything done by the singers normally attracts the fans’ attention so that they have to be very careful. One or the aforementioned aspects which is very crucial in K-Pop is physical appearance. Some terms refer to physical appearance used to praising the singers’ physics, for example the term *bagel boy*.

Table 4. The Use of the Term

Term	Meaning	The Use
bagel girl	‘a baby-faced male singer with amazing abs/body’	On the 25 th , 2AM’s twitter was updated with the photo of Jinwoon with the caption: Jinwoon visited the office yesterday! With this <i>bagel boy</i> image, our twitter is refreshing and starting again.

Source: www.soompi.com

Based on the use of that term, *bagel boy* is employed to appreciate a male singer who has amazing body and cute face. The other terms used for giving appreciation to the singers’ amazing appearance are *11 abs*, *chocolate abs*, *milky skin*, *porcelain skin*, *eye-smile*, *V-line*, *S-line*, *honey tight*, *gummy smile*, *bagel girl*, and *flower boy*. From the terms emerge in K-Pop, it can be concluded that physical appearance is completely significant in K-Pop industry.

5. Appreciating the singers’ achievements

It has been discussed in the previous purpose that everything related with the singers is always interesting especially for the fans. There are several terms used to appreciate the singers’ achievement. One of the terms is *all-kill*.

Table 5. The Use of the Term

Term	Meaning	The Use
all-kill	‘The singers’ song that top most of the official charts’	The tract itself achieved an <i>all-kill</i> across real-time charts, which included Melon, Mnet.com, Bugs Music, Olleh, Soribada, Genie and Never Music within seven hours. To be even more exact, “Overdose” began sweeping up all major charts within an hour of it release!.

Source: www.soompi.com

Based on the news above, it can be seen that *all-kill* is used as a predicate for a song that is ranked in the first place in most of the major music charts in South Korea. In short, this term is used as an appreciation to the singers’ achievement. The other terms used for the similar function are *monster rookie*, *triple crown*, and *dancing machine*.

6. Making comment on the singers’ attitude

Everything done by the singers will always be attractive thing for the fans including the attitude. If the singers do the expected things, they will get praise and vice versa. One of the terms used for this purpose is *fan service*.

Table 6. The Use of the Term

Term	Meaning	The Use
fan service	‘every single thing done by the singers to make the fans happy’	After the concert, as the girls were making their way to leave the venue, Crayon Pop member Geummi noticed the guys on the street and made heart signs for them. The three guys reciprocated Geummi’s <i>fan service</i> and threw more hearts to her and the other girls.

Source: www.soompi.com

The news above reveals that a trivial thing might be considered as a fan service, and that thing is considered very positive in K-Pop. Many fans totally appreciate it. The other terms normally used to give comment in the singers’ attitude are *manner hand* and *manner legs*.

7. Commenting the singers’ fashions

In K-Pop, the singers’ sense of fashion is an essential matter. There are two terms used for giving comment on the singers’ fashion style. Both terms have positive meaning. They are *fashion terrorist* and *fashionista*. The use of those two is displayed on the following table.

Table 7. The Use of the Term

Term	Meaning	The Use
fashion terrorist	‘a singer who has bad sense of fashion’	Already know my oppa is <i>fashion terrorist</i> . But he still look very good in what he wears.
fashionista	‘a singer who has good sense of fashion’	WINNER’s Song Mino and Block B’s P.O. went hunting for some <i>fashionista</i> friends!

Source: www.soompi.com

The term *fashion terrorist* and *fashionista* are commonly used to give comment on the singers’ sense of fashion. The singers who are considered not having a good sense of fashion will be called as a *fashion terrorist*. However, this terms does not have any negative meaning. It is used only for giving suggestion to the singers so that they will pay attention more on the way the choose clothes. As we can see on the news, the fan did not seem angry or give bad critics to the singer. Meanwhile, the term *fashionista* is normally used to give very positive comment to the singers who know fashion well. They are called as fashion icons.

8. Joking

There are two terms in K-Pop that commonly used to give comment on the singers personality. They are *4D personality* and *8D personality*. These two terms are used to joke especially among the fans since the singers are considered having unique or sometimes weird personality. The use of those two is displayed on the following table.

Table 8. The Use of the Term

Term	Meaning	The Use
4D personality	'a singer who has a unique or unusual personality'	In the revealed picture, he can be seen posing with a massive snake around his neck, and showing no signs of horror, he pouts his lips for the camera. Known for his quirky 4D personality , the star has impressed his fans once again with his carefree and fearless attitude. Source: www.soompi.com
8D personality	'a singer who has a very unique and unusual personality or more unique than 4D'	Tpi Unyu kayanya lbh dri ijuun 8D personality . Source: potongan hasil wawancara dengan k-popers

Those two terms are used to give comment about singers' unique personalities, and they are commonly used to joke among K-Pop fans. It is not something negative since it is only a joke. Usually, a singer who got that title will response that thing calmly, and such personality even can make them become more popular.

9. Appreciating the music agencies

The agencies in Korean Popular Music are important parties. They have a center role in developing the music industry. The agencies considered as important parties will be given a title as a means of appreciating those agencies. In K-Pop, there are two terms used to give appreciation to the music agencies. They are **Big 3** and **Big 4**. The use of those two is displayed in the following table.

Table 9. The Use of the Term

Term	Meaning	The Use
Big 3	'The title given to three big agencies in South Korea called YG Entertainment, SM Entertainment, and JYP Entertainment.'	Yang Hyun Suk (YG Entertainment), Park Jin Young (JYP Entertainment) and BoA (SM Entertainment) will soon be back on local television to judge the second season of popular audition program "K-Pop Star." On October 23, the representative of the Big 3 met up at SBS's studio in Tanhyun, Gyeonggido to start filming for "K-Pop Star 2". Source: www.soompi.com
Big 4	'The title given to four big agencies in South Korea called YG Entertainment, SM	A: dri agensi mana mereka? B: Asline tmbh cakep sist..haha A: U dh pernah liat langsung ya?

Entertainment, Entertainment, Entertainment.'	JYP and CUBE	Bareng A Pink? B: Agency yg lumayan d prhtungkn di hbrn korea...Kn masuk Big 4 agency sist...heee
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Source: potongan hasil wawancara dengan k-popers

Based on the table, it can be concluded that the term *Big 3* is used to call the three big agencies in K-Pop, and the term *Big 4* is used to called the big 3 and another agency named CUBE Entertainment. Those agencies are considered as influential agencies in K-Pop. They have been created so many famous idols/singers in K-Pop. That is why K-Pop fans (K-Popers) gave those titles/names.

10. Appreciating the fans

Fans are essential parties in a music industry including K-Pop. The importance of K-Pop fans is reflected through several terms used for giving appreciation to the fans. One of the examples is *fan art*.

Table 10. The Use of the Term

Term	Meaning	The Use
fan art	'a picture of a singer drawn by the fans'	Fans responded to the <i>fan art</i> with messages like: "This is so cute", "My hands are up, both of them...Save me", and "You have made the fan who drew this very happy...she is a lucky girl."

Source: www.soompi.com

Based on the news above, it is clear that *fan art* is a picture drawn by the fans, and that term is used to give appreciation for the fans. The other examples employed to give appreciation for the fans are *fancam*, *fanchat*, and *fanfiction*.

11. Showing hatred toward the singers

Even though the singers have many fans, there are many parties who still do not like them. It can be seen form the two terms in K-Pop called *black ocean* and *antifan/anti*.

Table 11. The Use of the Term

Term	Meaning	The Use
black ocean	'a massive boycott by turning off the light stick when the singers are performing'	Girls' Generation Discusses Their 10-Minute " Black Ocean " Incident on "Healing Camp" Although they are Korea's beloved girl group, Girl's Generation had experienced some difficulty in the past, including massive boycott by thousand people. On SBS' "Healing Camp," the girls discussed the top five significant.
antifan/anti	'a person who does not like a certain singer without any clear reasons'	On the show, host Shin Dong Yeop said he had heard there was a story of how Woohyun made an <i>anti</i> into a fan just with couple of words.

Source: www.soompi.com

From the meanings and the news above, it is clear enough that those two terms have negative meanings since those reveal that K-Pop singers might also receive hatred from some *antifans*.

CONCLUSIONS

A certain community might develop one or more register features, for instance, specific vocabularies or terms. Korean Popular Music (K-Pop) as one of music genres which gains a lot of international attention has many terms including English terms. After doing analysis by considering a relevant theory and observing the meanings of the terms, it can be concluded that there are at least eleven functions of those terms. The terms are utilized for promoting the singers' music projects, showing self as something different from the others, communicating briefly, praising the singers' physical appearances, appreciating the singers' achievements, giving comment on the singers' attitudes, commenting on the singers' fashions, joking, giving appreciation to the music agencies, appreciating the fans, and showing hatred toward the singers.

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GRAMMATICAL LANGUAGE TRANSFER ON ENGLISH CAPTION IN INSTAGRAM'S HASHTAG #englishexpounivet

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ABSTRACT

This is such a kind of descriptive qualitative research that aims at describing the types of grammatical language transfer on English caption in instagram's hashtag #englishexpounivet. Data were collected through observation and documentation by observing the English language caption of the students of a private university in Sukoharjo in their instagram's hastag #englishexpounivet, then documenting them using *screenshot* or *capture* (taking pictures via phone cellular). The results showed that the types of language transfer may be positive or negative. However, negative transfer was more dominant relating to grammatical field. Generally, this negative transfer did not arise alone but along with other forms. There were some cases relating to negative transfer, such as *tenses*, *plurality*, *subject-verb*, *passive voice*, *preposition*, *pronoun*, *noun phrase*, *article*, *diction*, *capital letter*, *auxiliary*, and *translation*.

Keywords: *positive transfer, negative transfer, grammatical field*

ABSTRAK

Penelitian ini bersifat deskriptif kualitatif yang bertujuan untuk mengetahui bentuk transfer bahasa dalam bidang gramatikal pada *caption* berbahasa Inggris di instagram dalam tagar #englishexpounivet. Data diperoleh melalui observasi dan dokumentasi. Observasi dilakukan terhadap *caption* berbahasa Inggris di instagram yang ditulis oleh mahasiswa sebuah perguruan tinggi di Sukoharjo dalam tagar #englishexpounivet. Data lalu didokumentasikan melalui *screenshot* atau *capture* (memotret di telepon seluler). Hasil penelitian menunjukkan bahwa transfer bahasa dalam *caption* berbahasa Inggris di instagram yang ditulis oleh mahasiswa dalam tagar #englishexpounivet bisa berbentuk positif dan negatif tetapi transfer negatif muncul lebih banyak dalam bidang gramatikal. Rata-rata transfer negatif tidak muncul secara tunggal atau satu jenis saja, tetapi bersamaan dengan jenis yang lain. Ada kasus-kasus terkait *tenses*, *plurality*, *subject-verb*, *passive voice*, *preposition*, *pronoun*, *noun phrase*, *artikel*, *diction*, *capital letter*, dan *translation*.

Kata kunci: transfer positif, transfer negatif, aspek gramatikal

INTRODUCTION

English as the biggest international language has very influential effects in all aspects in our life. Thus, it is considered very crucial to learn that then it is set as an obligatory content, either in formal or informal institution. However there are still many errors in its use, either oral or written forms. These errors relates to the fact that it is a foreign language in Indonesia. First language has a significant effect on the second language acquisition. Second language acquisition (SLA) refers to the study of how students learn a second language (L2) additionally to their first language (L1). In Indonesia, English language learners often use Indonesian language (SL) system when they speak or write in English as a foreign language (Wahyuni, Sudarsono, Arifin, n.d).

It has long been acknowledged that a learner's first language (L1) has a considerable influence on both the acquisition and use of second language (L2) (Swan in Dissington, 2018). The learner will learn the foreign language in a very limited and unrealistic context, that is, the classroom. It will not be learnt in a natural way, and the learner will associate that foreign language with the classroom rather than with a real context. It is quite different from second language (L2) that is learnt in an environment in which the learner will be immersed in the language and it will be a natural context to learn the language. The learner then, may use different languages according to the contexts he/she is in, therefore, the use of one or another language will be natural.

The process of target language learning will always relate to language transfer. In the context of non-native language acquisition or use, transfer broadly refers to the influence of the learner's native language (Harlig and Rex, 2018: 1). It can be defined as the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired (Odlin 1989 in Yifei, 2015). He stressed that language transfer was a kind of "cross-language implication". Learners would judge some parts of target language consciously or unconsciously, which did not conform to the actual situation.

In line with, Harlig and Rex (2018:1) state that any two languages diverge in some respects but converge in others. When the influence of the native language leads to errors in the acquisition or use of a target language, we say that negative transfer or interference occurs. When the influence of the native language leads to immediate or rapid acquisition or use of the target language, we speak of positive transfer or facilitation. Thus interference is transfer that has (at least temporarily) a negative or inhibitory effect on mastery of a new language, while facilitation is transfer that makes the acquisition task straightforward or trivial. The extent to which transfer occurs is an important issue in any general model of second language acquisition; whether a given instance of transfer is negative or positive is purely a function of whether proficiency in the target language is inhibited or facilitated.

The process of successfully acquiring a second language requires a language learner to develop competence in the phonology, morphology, syntax, semantics and lexicon of a non-native tongue (Karim and Hossein, 2013). Then, the transfer may happen in such aspects, phonology, morphology, syntax, semantics, and lexicon.

Such language transfer phenomena can be also seen in the process of learning English language by the students in a private university in Sukoharjo. Although the students had got English for years before studying in the university, even they also got it for at least one semester there, however their English competence should be still improved. It is evidenced by their written work that they should upload as caption on such a kind of social media, instagram hastagged #englishexpounivet.

#englishexpounivet is a hastag created by English department of a private university in Sukoharjo to accommodate the students' caption in giving reviews or evaluations on an entrepreneurship expo donated annually by the second semester students of English department. The expo was a series of entrepreneurship courses taken by the second semester students. And this year, the theme was *Entrepreneurial Creativity Go International*.

To enliven the event, English department invited some representatives around the university including the Rector, the Dean of teacher training and education faculty, and all the heads of departments in Univet, as well as the students, either from English department or outside of English department. Especially for the students, they were assigned to provide their descriptions, reviews, or ratings toward the event by uploading on instagram via the hastag #englishexpounivet. Their descriptions or reviews should be written in English language to improve their writing skill. Besides, the hastag would be useful to determine the best stand in which the stands were categorized into some groups, namely learning media stands, cultural stands presenting Japanese and Chinese cultures, and food and beverage stands serving Javanese and Korean food and beverages. The students should take a photo in the stand that they chose then they should write their reviews or descriptions about the stand. The best stand would be rewarded for the stand that got the most reviews. It was actually the main point of the the creating of the hastag.

However, the English caption written by the students, in fact, was also tempting to observe. It is due to the fact that their English caption showed many errors that belong to language transfer phenomena. Many of their captions contained grammatical errors, such as in using tenses, preposition, article, subject verb agreement, ellipsis, etc. Thus, this research was carried out to explore much more about the occurrence of language transfer in English language learning in Univet. Then, this research proposed a problem, namely "What are the types of language transfer relating to grammatical aspect found in Univet students' English caption posted on instagram in #englishexpounivet hastag? Then, this research purposes to identity and describe the types of language transfer relating to grammatical aspect found in Univet students' English caption posted on instagram in #englishexpounivet hastag.

It is not the first research on language transfer. In fact, there have been such researches on language transfer carried out to learn how first language influence the process of learning target language. One of them is First language transfer in second language writing: An Examination of current research by Karim and Nassaji in 2013. It found that L2 writers make use of their L1 when writing in the L2 as a composing strategy, to compensate for the possible deficiencies in their L2 proficiency, and also as a tool to facilitate their writing process. They use L1 for generating ideas, searching for topics, developing concepts, and organizing information

and for planning purposes. Studies have also shown that learners transfer a number of other L1-based strategies including meta-cognitive, cognitive, and social/affective strategies to L2 writing, and that these are transferred across languages positively. However, L2 proficiency might mediate the successful transfer of L1-based strategies. Lower proficiency writers may not be able to easily transfer L1-based strategies when writing in an L2. Advanced level learners appear to be better able to use their L1-based strategies and are also better able to make use of their L1 resources for other matters such as generating idea, monitoring, and lexical-searching purposes. L2 learners may also use translation into the L1 as a strategy when composing L2 texts.

Another research is Negative Transfer of Mother Language in English Compositions by Yifei Wang in 2015 that presented facts that transfer errors occurred in students' writing for students consciously or unconsciously turn to their mother tongue. Many students had a tendency to translate every English word with the Chinese meaning on all occasions. When they wrote, they would constantly form their hypothesis of equivalents in their thoughts between English and Chinese.

Brogan's research entitled Native Language Transfer in Target Language Usage: An Exploratory Case Study in 2015. stated the results that show that transfer errors do not become less relevant as student proficiency increases, the most frequent error types change from level to level. The acquisition patterns identified in this study serve to improve our understanding of the second language-learning process and help us to implement effective changes in our lower-level classrooms.

Next, a research entitled Addressing the Problem of Negative Lexical Transfer Errors in Chilean University Students by Dissington in 2018 focused on common lexical errors made by Chilean Spanish-speakers due to negative first language transfer and aims to analyse the effects of systematic instruction and practice of this problematic lexis. It is suggested that raising awareness of lexical transfer through focused attention on common transfer errors is valued by students and seems essential for learners to achieve productive mastery.

Then, A Review of Negative Language Transfer Regarding the Errors in English Writing in Chinese Colleges by Xiaoyu Yang in 2019 researched the negative transfer done by Chinese students from L1 to L2, more specifically from Chinese to English. It investigated some researches that focusing on writing articles. Its results showed that mostly Chinese students did negative transfer because of their logical thinking about L1 to apply in using L2.

There are some similarities among the researches, namely mostly they dealt with writing works. However, this research explored more in Instagram, a kind of booming social media recently that has not been much explored. Then it was really interesting to learn the language transfer in the students' process of learning target language by identifying the types of language transfer in its English captions.

METHODOLOGY

This part discusses method and procedure in carrying out this research relating to design, data and data source, technique in collecting and analyzing data.

Design of the research

It was such a kind of qualitative research that purposed to understand the phenomena about behavior, motivation, action, etc. (Moloeng, 2017: 6). Then this research tried to describe the phenomena of language transfer in grammatical aspect on English caption written by the university students' posted on instagram in #englishpounivet hashtag.

Data and source of data

Data are information relating to condition, phenomena, and events during the research while source of data is where the data were gotten. Then, data of this research were words reflecting the grammatical language transfer on English *caption* in instagram's hashtag #englishpounivet. The data were achieved from instagram's hashtag #englishpounivet.

Technique of collecting data

It is how to get the data from the source. According to Sukardi, there are some techniques to collect data, namely observation, interview, documentation, and questionnaire (2019: 48). This research used observation and documentation in collecting the data. Observation in this research was carried out by observing the words containing grammatical language transfer in students' English caption posted on instagram with hashtag #englishpounivet. Then they were documented using *screenshot* or *capture* to take the picture from cellphone .

Instruments

Instruments are tools to use in collecting data. Because this research used observation and documentation in collecting data, then the instruments were the researchers with the help of cellphone by applying *screenshot* and *capture*.

Technique of analyzing data

Due to the fact that it is a qualitative research, then it follows some techniques of analyzing data, namely reduction, display, and verification (Moleong, 1998 in Sukardi, 2019: 72).

Reduction data is selecting relevant data, classifying them into an available group, and reducing the irrelevant data. In this stage, the data were collected by observing the captions that showed grammatical language transfer. Then they were classified based on their types, whether belonged to tenses, ellipsis, subject-verb agreement, preposition, articles, etc. Next, they were arranged in a systematic way to display in order that they had meanings and could be understood well. Next, verification was executed to draw a conclusion. This step was to answer the problem statements in which to find the types of grammatical language transfer on English caption in instagram's hashtag #englishpounivet.

FINDING AND DISCUSSION

This research explored the language transfer on English caption written by Univet students on instagram's hashtag #englishexpounivet in giving reviews on entrepreneurship expo. Although language transfer may take place in all aspects of language but this research focused on grammatical aspect. Then it found 76 data consisting of 3 data of positive transfer and 73 data of negative transfer. However, in general, the grammatical negative transfer did not occur in single way but accompanied by other types. For example, one datum might contain errors in relating to *tenses* and *preposition* or *pronoun* and *article*, etc. As the result, the phenomena of language transfer occurred in various types. The 73 data of negative transfer occurred in 115 cases in which they spread in 62 cases in relation to *tenses*, 14 cases in relation to *plurality*, 12 cases in relation to *subject-verb*, 6 cases in relation to *passive voice*, 6 cases in relation to *preposition*, 3 cases in relation to *pronoun*, 6 cases in relation to *noun phrase*, 1 case in relation to *article*, 1 case in relation to *diction*, 2 case in relation to *capital letter*, and 2 cases in relation to *translation*. Then, there are about 118 cases in this research.

Language transfer is common to happen in bilingual society, either in language acquisition or learning. It is a result of similarities and differences between native and target language that may be second or foreign languages. Then, there is positive or negative transfer.

Positive transfer will occur when there are similarities between native and target languages. It results in integration or facilitation. While negative transfer will occur when there are differences between native and target languages. It contributes to interference, deviation toward the language system. Interference may occur in levels of morphological, phonological, vocabulary, semantic, and syntactical or grammatical. And from 76 data found in instagram's hashtag #englishexpounivet, 3 data of them are categorized into positive transfer and 73 data are grouped into negative transfer.

Positive Transfer

Positive transfer is marked with the correct sentence, either grammatically as well as semantically. The English captions on instagram's hashtag #englishexpounivet that belong to positive transfer are from account:

1. andkprdn

The caption saying "*My name's Andika Pradana Ramadhan from the class 2A, and I'm a major in Communication Study at FISIP. What I'd like to tell you guys about today's event is that: it was really awesome! The photobooth was my favourite part, especially its diverse culture representation with the traditional costume from all over the world, such as Japan and China. There was also this cute panda plushie that reminded a lot of my friend. I often call him The Panda from Africa. He's really cute and adorable, hence my pet name for him*".

This caption can be categorized into positive transfer because in general, there is no error and it is appropriately using tenses, in which it is using simple present in introduction but using simple past in telling the expo.



2. agnes_siwimaharani

This caption writes “Hi I’m Agnes Siwi Maharani. I am a student of communication, class 2b, veteran bangun nusantara university. Today, April 30, 2019, students of the English language study program hold an Englishpreneurship expo with the theme ‘Creative enterprise go international’. In this exhibition there are many booths. Starting from food, drinks, photo both and others. I am interested in Japanese photoboth. By paying Rp. 3000 you can take a picture of this distribution. But, if you want to take pictures using the ‘Kimono’ costume, we pay Rp. 5000”.

The caption belongs to positive transfer because it is consistently using simple present.



3. ilhamfadia941

The caption presents “Good evening... Hi my name is Ilham, i am a student from the Veteran Bangun Nusantara Sukoharjo University, second semester geography education. Today on the 3rd floor of building H, students from the English study program hold an English Powership Expo with the theme of ‘Enterpreneurial Creativities Go International’.

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#englishexpounivet There are spot photos with Chinese and Japanese theme, food, and learning media”.

In general, the caption does not contain serious errors so that it can be categorized into positive transfer. Its tense is also appropriate using simple present.



Negative transfer

Negative transfer is marked with the occurrence of errors when using target language because of the influence of native language. There are 73 data that belong to negative transfers but they are broken down into 111 cases of grammatical errors relating to *tenses, plurality, subject-verb, passive voice, preposition, pronoun, noun phrase, article, diction, space, and translation.*

Tenses

Tenses are the most common cases that appear on the English captions by Univet's students in instagram's hastag *#englishexpounivet*. It may be influenced by the fact that the grammar of English and Javanese and Indonesia as first and second languages of the students are different in which Javanese and Indonesian has no tenses systems. While in English language, tenses has important role until it has 16 tenses in which they differrenciate the verb/ predicate.

In general, the errors relating to tenses appear on the instagram captions in the form of misuse of tenses around simple present and simple past. In the beginning, the students will introduce themselves using simple present. After that, they should tell about the expo that they may use simple present or simple past depend on when they tell it. However, in general they tell the expo after the event finish around afternoon or evening, so that they should use simple past. For examples,

1. athalaalin.ya.

In the beginning of the caption, athalaalin.ya uses simple present to introduce herself continued by using simple past to tell her visit to the expo. However, she then changes the tenses into simple present. It is, of course, influenced by her instability in understanding tenses.



Diikuti oleh [Indrawati25](#) dan [34 lainnya](#)
 @sihindunarumi Hi guys, my name is Athala Alinsyira, I am from the second semester communication science study program, Universitas Veteran Bangun Nusantara Sukoharjo I just arrived at the Englishpreneurship Expo held by the Teacher Training and Education Faculty from the English study program.
 At the event there were two photo spots with the theme of Japan and China. In this photo I take a photo at a spot with the theme of Japan. In the Japanese spot there are trees like sakura and there are Japanese umbrellas. There are also students who dress up and dress like Japanese women. There also can take pictures with the woman in Japanese background.
 Athala Alinsyira, 2A, Ilmu Komunikasi, Universitas Veteran Bangun Nusantara Sukoharjo.
 @sihindunarumi
 #englishpreneurset

2. -aisyah.23

This caption is started by the use of simple present to introduce herself continued by the use of simple past to discuss the expo but next she changes the tenses into simple past.



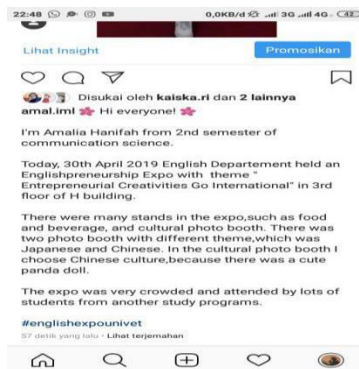
Plurality

Plurality is relating to the number of noun. It will be singular if the noun is single or one, and it will be plural if the noun is more than one. In English, singular noun can be signed by the use of article *a*, *an*, and *the* before the noun, such as a bag, an apple, the horse, etc. While plural noun, mostly can be identified by the use of plural markers *-s* or *-es* in the end of the noun, like cats, tomatoes, etc. In other hand, in Javanese or Indonesian language, only mention the number before the noun, like 5 kembang or 5 bunga, 3 omah or 3 rumah, etc. Then, the errors relating to plurality are influenced by the students' confuse about it.

The examples of errors relating to plurality can be seen in accounts of:

1. amal.iml

There is a sentence from this account saying *"There was two photo booth ..."* whereas there are two booths in the expo, namely Japanese and Chinese cultures. So, the sentence should be *"There were two photo booths..."*.



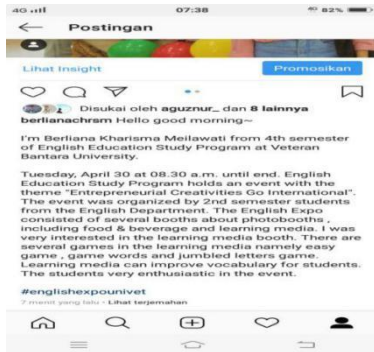
2. Inovtsr

Inovtsr’s caption shows inappropriate plurality in her sentence “ ... *From all of the stand ...* ”. Because *all* signs plurality so that it should be followed by *stands*.



Subject - verb

Subject and verb are very important elements of a sentence. Their relationship is very influential. Then there should be an agreement between subject and verb relating to plurality. However, there are still many errors in the captions relating to this case that they must be caused by the students’ lack of understanding about the grammar of subject-verb agreement. And in general, the errors about subject-verb relate to the tenses and plurality. One of the examples is the captions of berlianachrschm saying “*The students very enthusiasts*” shows the absence of the predicate. Because it is a nominal sentence to tell the expo that the writer just saw with plural subject, the tenses should be simple past, then the predicate should be *were* and the sentence should be “*The students were very enthusiasts*”.



Passive voice

Passive voice is a kind of sentence in which the subject accepts an action. It focuses on the receiver of the action or agent. It can be formed from an active voice containing a transitive verb, so it needs an object that the object will turn into subject. In general, errors about passive verb relate to the predicate about be and past participle verb. The examples can be seen in the captions below.

1. Tiara-santoso

This caption shows an inappropriate passive voice in the sentence saying “*Today, on April 30, 2019 English department was held Englishpreneurship exhibition with theme ...*”. It places the doer as the subject and the agent as the object. The sentence should be “*Today, on April 30, 2019 Englishpreneurship exhibition was held by English department with theme ...*”. Or, it can be made an active voice with the sentence “*Today, on April 30, 2019 English department held Englishpreneurship exhibition with theme ...*”.



2. Miftasabrina

The sentence in the caption saying “*Esay game made by Ariya and friends*” is not a good passive voice because it does not contain be before the past participle verb in. To be a correct passive voice the sentence should be “*Easy game was made by Ariya and friends*”.

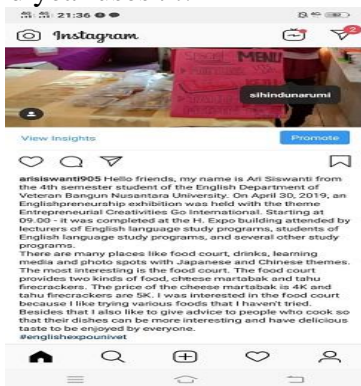


Preposition

Preposition is a word to show the relationship between object and other parts in the sentence. It, with its object, modifies verb, noun, or adjective. English language has many prepositions that some of them may have similar functions. It is different from Javanese that only has 3 prepositions *ing*, *mung*, *sing* as well as Indonesian *di*, *ke*, *dari*. Even, the prepositions may join some verbs with specific treatments. This fact may contribute to the students' confuse in using English prepositions. As the following examples.

1. arisiswanti905

Inappropriate use of preposition *on* appears in the words “ ... *On April 30, 2019*” because it proceeds month (April). To show adverb of time, *on* is used with date and day, while month and year uses *in*.



2. oktaviyas_nt

The caption in this account shows the same error in using preposition *on* “*Today on April 30th 2019 ...:*”



Pronoun

Pronoun is a word to replace the noun. There are some types of pronouns in English that may lead to the errors, namely subjective, objective, possessive adjective, possessive, and reflexive pronouns. The most common errors relating to pronouns are misuses between subjective and objective pronouns. The following are the examples.

1. leisaelisawati

In this caption, there is a sentence containing an error in pronoun saying “*In this expo our present learning media application*”. To fill the subject position, *our* should be *I*.



2. selanurrahmawati

This caption also presents an error in choosing subjective pronoun in its sentence saying “... *today me and my friends decided to attend the entrepreneurship expo....*”. *me* is an objective pronoun, so to fill the subject position, it should be *I*.



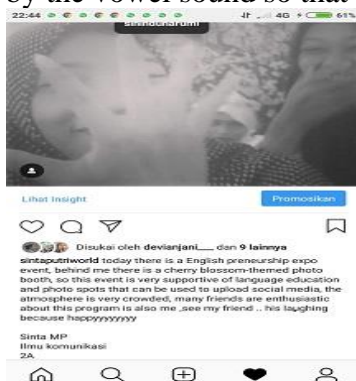
Noun phrase

Noun phrase is a combination of noun or pronoun and other words. There should be at least two words in a noun phrase with noun as the head and other words as the modifiers. The differences between English noun phrase and Javanese or Indonesian, especially in the order, are considered very difficult by the students that lead to the errors, except if the phrase consists of only two words, it is still quite easy because it only turn over, like *gadis cantik* to be *beautiful girl*. The problems will arise if the phrase consists of many words. However, the simple noun phrase is still a problem for the students. For example, in the caption of *sariiiuuu* still writes the wrong noun phrase *stand culture* to refer *stand budaya*.



Article

An article is a word that is used with a noun to specify grammatical definiteness of the noun, and in some languages extending to volume or numerical scope. They are used before a noun that functions to modify the noun. It can be used definitely using *the* that can be followed by either singular or plural nouns, and indefinitely using *a* or *an* that can be followed by singular nouns only. In general, the errors about English articles are relating to indefinite articles *a* or *an*. The students are still confused with the facts that the use of *a* or *an* is determined by the sound of the first letter of the word not the first letter itself in which *an* will be followed by the vowel sound of the first letter of the word. While *a* will be followed by the consonant sound of the first letter of the word. For example, apple, orange, egg, umbrella should be preceded by *an*, and horse, bag, cat should be preceded by *a*. The example is a caption from the account of *sintaputriworld* saying “today there is a English preneurship expo event, ...”. English is started by the vowel sound so that it should use article *an* not *a*.



Diction

Diction refers to the linguistic choices a writer makes to effectively convey an idea, a point of view, or tell a story. Diction, or choice of words, often separates good writing from bad writing. It depends on a number of factors. Firstly, the word has to be right and accurate. Secondly, words should be appropriate to the context in which they are used. Lastly, the choice of words should be such that the listener or reader understands easily. anisafitriana08 yang mengandung penggunaan diction yang kurang tepat pada kalimat *other than that there are also equipped with ...* Kata *other than* seharusnya adalah *besides* sehingga kalimat tersebut seyogyanya *Besides, there are also equipped ...* Pemilihan diction *besides* dirasa lebih tepat untuk merujuk makna *selain itu disana juga dilengkapi*



Capital letter

Capital (or 'upper case') letter is a letter used to mark the beginning of a sentence. Besides. Capital letter is also to refer proper names, like names of person or city. The most common problem relating to capital letter is the students often ignore it. Just the example is a zefanya9's sengtence saying *Today I go to english department expo* followed seond sentence saying *im very excited* .is as a proper name and I is a first letter in the sentence, so they should use capital letter.



Translation

Translation is the process of turning an original text into a text in another language. It can be done word by word literally, structurally, and semantically. It needs a complicated process that it then may lead to such errors. In general, the errors found in this research relate to translating the name of our university.

1. ulli_aa

In its caption, this account mentions *veteran wake up* to refer *veteran bangun nusantara*. The writer seems to lack knowledge of translation theory by translating the name of her university literally, *bangun* is *wake up*. She should know that proper names should not be translated. So it must be only Universitas Veteran Bangun Nusantara.



2. dafra03

This caption also contains the same error in translating the name of our university. This account writes *Veteran university waking up to the Sukoharjo archipelago* to refer Universitas Veteran Bangun Nusantara Sukoharjo. If it will be translated it can be *Veteran Bangun Nusantara University Of Sukoharjo*.



Briefly, the result of this research can be presented in the following table.

Table 1. Types of grammatical language transfer

No.	Types	Cases	Percentage
1.	Positive transfer	3	2 %
2.	Negative transfer :		
	1. Tenses	62	53 %
	2. Plurality	14	12 %
	3. subject-verb	12	10 %
	4. pasive voice	6	5 %
	5. Preposition	6	5 %
	6. pronoun	3	3%

	7. noun phrase	6	5 %
	8. article	1	1 %
	9. diction	1	1 %
	10. capital letter	2	2%
	11. translation	2	2 %
	Total	118	100 %

CONCLUSION

Learning a target language will always relate to language transfer that may positive or negative. The similarities between target and source languages will stimulate a facilitation in learning the target language so positive transfer will arise. Otherwise, the differences between target and source languages will lead to difficulties or error so negative transfer or interference will occur. The phenomena of language transfer can be found everywhere including in instagram as the most popular social media recently. It is are available for many uses, including in giving the reviews or evaluations toward an Englishpreneurship expo in a private university in Sukoharjo hosted by English department. The reviews should be written in English because it is also to improve the students' English skill. Then it is created a hastag #englishxpounivet to cover it. In fact, the works of the students in the instagrams' captions presented many errors. These errors are mostly influenced by the L1 use in using L2. And this research was still limited in exploring identifying and describing the types of language transfer. Other researches may handle on specific types of language transfer. Or they may focus on specific grammatical aspects that may be able to reveal specific linguistics phenomena.

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STUDENTS' PERCEPTION TOWARD ENGLISH TUTORIAL PROGRAM ACTIVITIES AND FACILITIES AND ITS INFLUENCE ON THEIR ENGLISH COMPETENCE

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ABSTRACT

Muhammadiyah University of Surakarta has established its graduate's quality target as much as ≥ 450 for their English competence measured by standardized TOEIC test. To meet the target, LPIDB as the language center of UMS has provided the students with a kind of speaking activity called English Tutorial Program (ETP). The tutors are active students of at least semester 3 who have got several trainings on conducting the material. This study was aimed at measuring the influence of the students' perception toward ETP activities and facilities toward their English ability. The data were collected by giving questionnaires to 200 respondents chosen by using simple random sampling. The data then were analyzed by using multiple linear regression. The result of the study shows that the students' perception of ETP facilities and activities gave significant influence on their English ability. It was shown by t-value of 4.293 for the perception on facilities and 4.977 for the perception of activities.

Keywords: perception, English Tutorial Program, English competence

ABSTRAK

Universitas Muhammadiyah Surakarta mempunyai sasaran mutu untuk lulusan UMS memiliki kompetensi Bahasa Inggris ≥ 450 yang diukur dengan menggunakan standardized TOEIC. Untuk membantu kemampuan berkomunikasi lisan dengan bahasa Inggris, LPIDP UMS mengadakan kegiatan ETP untuk mahasiswa semester 1 dan 2. Tutor ETP dipilih dari mahasiswa senior yang sudah mendapatkan pelatihan. Sejauh mana persepsi mahasiswa terhadap kegiatan ETP sehingga membantu kemampuan mahasiswa dalam berkomunikasi lisan dengan bahasa Inggris, diukur menggunakan angket kuesioner dari sampel acak sederhana *simple random sampling* yang dianalisa menggunakan regresi linier berganda. Berdasarkan data angket dengan responden mahasiswa, menunjukkan bahwa variabel persepsi fasilitas dan variabel kegiatan ETP memberi pengaruh positif terhadap peningkatan kemampuan berbahasa Inggris mahasiswa dengan nilai t-hitung sebesar 4.293 untuk persepsi fasilitas dan 4.977 untuk persepsi kegiatan ETP

Kata kunci: persepsi, English Tutorial Program, Kemampuan Berbahasa Inggris.

INTRODUCTION

As the language center of Muhammadiyah University of Surakarta (UMS), *Lembaga Pengembangan Ilmu-ilmu Dasar dan Bahasa* (LPIDB), established in 1993, aims its mission at empowering the academic community to master the foreign language so that people can communicate with others fluently either orally or written, handling foreign language training for general public and institutions and doing language studies and making their results as language study references. (<http://lpidb.ums.ac.id/profil-lc/sejarah-lc/>). To meet the first mission, LPIDB has made several programs. One of them is by enacting 4 credits of English subject that must be taken by all students during the first two semesters (semester 1 and 2) of their study. The main focus of these 4 credits is equipping the students with the skill of solving the TOEIC problems. By this, it is hoped that this program will be able to fulfill one of the university's quality targets that is having all its graduates owning English competence of ≥ 450 measured by standardized TOEIC (Test of English for International Communication) test score.

The other program to support the first mission of LPIDB is by providing the students with an activity in which they can have more opportunities to practice speaking in English. This program is called "English Tutorial Program". It is an obligatory program with 12 meetings guided by a tutor who is selected from the senior students with several tight recruitment tests. The recruitment process is carried out by opening vacancy on www.lpidb.ums.ac.id. After completing the requirement and passing all of the tests, the tutors have to join the tutor training program for a week from morning up to evening. During the training program, the tutors are learning how to conduct the speaking class from the beginning to the end of their future real class based on the material listed in the handout. The participants are free to make their own interactive teaching method. After that, they have to do a kind of peer teaching so that they will get some critics and suggestions from the other tutors for the improvement of the class handling.

Since ETP is an obligatory program, it contributes 30% to the final score of English 1 and 2. The program is carried out every Saturday from 08:00 - 10:00 am. It is an outdoor activity as well. Each group consists of 10 members and 1 tutor. By this limited number of the participants in every group, it is hoped that ETP is able to push the students' spirit to learn English well especially on speaking skill. In addition the limited number is also hoped to be able to motivate them to participate in the program regularly. From here, ETP is hoped to be successfully increasing the students' English speaking ability.

Perception

The word 'perception' as proposed by Schacter (2011) in Siti Aisyiyah (2015 : 34) was derived from the Latin word *perceptio* or *percipio* which means an action of composing, recognizing and interpreting sensory information in order to give description and understanding about environment. According to Sulastri in her thesis (2012 : 31), perception is a process of giving meaning, interpretation from a stimulus and sensation perceived by individual adjusted to every individual's characteristics.

Perception is also the process of an interconnection of the brain process in comprehending data and informs of stimuli which later caught by human five senses to be concluded and interpreted through messages and information. (Silmi, 2019:233)

Suharman (2005:23) in Emiliasari and Kosmajadi (2019:37) mentioned that perception was a process of interpreting information gained through human's five senses systems. There are two basic factors influencing someone's perspective toward an object as generated by Prasetyo (2005:69) in Sulastri (2012). They are internal and external factors. Internal factors deal with experience, needs, judgment, and expectation while the other one deals with outer look, stimuli, and environment. Meanwhile, Mularsih and Maudy (2020:38) stated that perception also belonged to communication process in which sensory information was gathered, interpreted and experienced concisely. If the perception was not accurate, the communication would probably not run smoothly.

Related to the teaching and learning process, the notion of perception was becoming the key of its success (Oktariyani and Juwita, 2019). When the students had got good perception toward what they would get during their study, they would have a great motivation to join and actively interact in the teaching and learning process. In conclusion, it can be said that the better the perception a student had, the faster the teaching and learning goal would be achieved.

English Tutorial Program

English Tutorial Program is an English training designed for all students of Muhammadiyah University of Surakarta of the 2015/2016 academic year and above. It is aimed at giving them more opportunities to practice English speaking so that they are able to conduct English communication fluently. It is to support one of the quality targets of Muhammadiyah University of Surakarta which want to strengthen UMS reputation either nationally or internationally. <http://www.ums.ac.id/visi-misi-dan-tujuan>)

ETP is also specially carried out to fulfill the main mission of LPIDB, UMS language center, to empower its academic community in foreign language use so that they can conduct English communication fluently either in oral or written ways.

English Speaking Ability

There are four language skills: reading, writing, listening and speaking. Reading and writing are called as receptive language skills while listening and speaking are called productive one. The four language skills cannot be separated, therefore the language teaching and learning must be carried out integrately.

In 2004 curriculum, it is mentioned that competencies are knowledge, skills, attitude and values manifested in daily way of thinking and behaving (Depdiknas, 2004). Competencies can be recognized through a number of learning results and indicators that can be measured and observed. Meanwhile, skills can be gained through learning experience related to the learning and study materials contextually. E. Mulyasa said that competence was a combination of knowledge, skills, value and behavior reflected in daily way of thinking and behaving (2002 : 37).

The definition of oral language as cited from Ensiklopedia Bebas (23 July 2009) is a form of unique communication found in human using words derived from vocabularies. In Kamus Besar Bahasa Indonesia, speaking orally is the same as daily conversation.

The study on perception is actually not a new topic. There have been many studies conducted previously. One of the studies on the students' perception concerning language learning was the one conducted by Muh. Rajib Silmi (2019) in which he found that the students' perception toward Duolingo as a media of English learning was strong and significant. He found out that there were around 86.1% of the respondents used Duolingo to increase their English skills either on their vocabulary, listening, or speaking skills. Another study on perception was carried out by Raynessa Nur Emiliasari and E. Kosmajadi (2019) on the Students' Perception toward English Teaching and Learning Process. They found that the success of English learning process was influenced internal and external factors. The internal factor was in the form of the students' perception toward the English learning process which was not optimal since they thought that it was heavy and did not have adequate supportive environment and facilities.

Since the supportive environment was crucial to the success of a language learning, therefore the writers were eager to find out the students perception toward ETP program in which it was one of the programs in LPIDB UMS to provide the students with an environment supporting their English learning process as long as the facilities provided. The aim of the study was to find out whether their perception toward ETP and its facilities influences their English speaking ability or not.

METHODOLOGY

Population and Sample

Population

Population is a group of people, events or anything that have certain characteristics. Population is defined as a whole observation or object becoming our interest (Sunyoto : 2012). the population to be studied here was the students of the 2016/2017 academic year with the total number of around 6.000 students.

Sample

The sample is a part of the population that becomes our interest. The technique used in taking the samples was simple random sampling. The sample criteria were the UMS students of the 2016/2017 academic year. From the population of around 6.000, the writers took 200 students as the samples. The samples taking was conducted by simply making some rolled paper with all major's names in the university written on it. After that, the writers took 4 rolled papers randomly. The four taken rolled papers were the majors of Physiotherapy, Medical Health, Mathematics Education, and Management. Finally the writers took 200 respondents from the four majors randomly.

Research Variables

The variables in this research were :

a. Independent Variables

1. Students' perception toward ETP(X_1)
2. Students' perception toward ETP's facilities (X_2)

b. Dependent Variables

The dependent variable in this research was the students' English speaking ability. (Y)

Hyphothesis

The hyphothesis of the study was that :

1. There was a positive influence of the students' perception toward ETP activities (X_1) to their English speaking ability (Y).
2. There was a positive influence of the students' perception toward ETP facilities (X_2) to their English speaking ability (Y).
3. There was a positive influence of the students' perception toward ETP activities (X_1) and facilities (X_2) to their English speaking skill (Y).

Method of Collecting Data

The method of collecting data used in this research was questionnaires. It was carried out by distributing questionnaires to the samples of the research. The measuring scale used was the Likert Scale as seen in Table 1 :

Table 1: Likert Scale

NO	Answer	Code	Value
	Strongly		
1	Disagree	SD	1
2	Disagree	D	2
3	Fair	F	3
4	Agree	A	4
	Strongly		
5	Agree	SA	5

Technique of Data Analysis

The methods of analyzing data used in this research were multiple linear regression, t Test, F test, determination coefficiency and classic assumption: multicolonierity, heteroscedasticity and normality.

Classic Assumption Test

There were four test types in Classic Assumption Test. The first one was the Normality Test. The normality test was aimed at measuring whether the dependent and independent variables in the regression model had normal distribution or not. A regression

model said to be good if it had normal data distribution of at least close to normal one. To detect the normality, we could use the Histogram Graph analysis and Plot Probability Norm. If the data spread around and follow the diagonal line or the histogram graph showed a normal distribution model, the regression model met the normality assumption.

The second one was the Multicollinearity Test. It was aimed at finding out the relationship between variables in the regression model. The method used to diagnose the existence of multicollinearity was the Variance Inflation Factor (VIF). If $VIF \leq 10$, the multicollinearity did not take place. The third test was the heteroscedasticity Test. It was aimed at testing whether there was no variance similarity of the residual from one observation to the others. To detect the heteroscedasticity, the writers analyzed the scatterplot graph. If the spread of the residual was random, it was said that the residual variance was homogenous. The fourth test was the autocorrelation test. It was aimed at testing whether there was a correlation between one disturber and the others. To detect it, the writer used the Durbin-Watson Test (DW).

Multi Linear Regression Analysis

The analysis method used in this study was mutli linear regression with equation as follows :

$$y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + e \quad (1)$$

- Note :
- β_0 = contant coefficience
 - $\beta_1, \beta_2,$ = regression coefficience
 - x_1 = perception toward ETP's activities
 - x_2 = perception toward ETP's facilities
 - y = English speaking ability
 - e = error

Hypothesis Testing

Hypthesis testing in this study was carried out toward statistic hipothesis using t tst and f test.

1. T test

T test was used to find out the influence of each variable independent to the dependent variable.

- A. H_0 : There is no positive influence of the students' perception toward ETP activities to their English speaking ability.
 H_1 : There is no positive influence of the students' perception toward ETP activities to their English speaking ability.
- B. H_0 : There is no positive influence of the students' perception toward ETP facilities to their English speaking ability.
 H_1 : There is positive influence of the students' perception toward ETP facilities to their English speaking ability.

2. F Test

F test was used in this study to find out the influence of independent variable to the dependent variable simultaneously

H₀ : There is no positive influence of the students’ perception toward ETP activities and facilities to their English speaking skill.

H₁ : There is a positive influence of the students’ perception toward ETP activities and facilities to their English speaking skill.

FINDING(S) AND DISCUSSION

DATA OF RESPONDENTS

Based on the data result from the questionnaire distributed to the 200 respondents, here are the findings of all the testings conducted in the study. The data resulted from the questionnaires calculation was recorded at the following Table 2.

Table 2. Descriptive Statistics

		X1	X2	Y
N	Valid	200	200	200
	Missin g	0	0	0
Mean		37.675	36.92	17.9
Median		38	37	18
Mode		38	37	20
Std. Deviation		4.3846	5.2737	2.9416
Minimum		9	7	4
Maximum		17	16	10
		50	50	25

The mean of the students’ perception toward ETP’s activity (37.6750) was higher than those gained by the perception of ETP’s facility (36.9200). The median value was between 18 and 38. Therefore, it can be concluded that most of the respondents agreed that they had the same perception.

Classic Assumption Testing

Normality analysis was used to test the dependent and independent variable data on the regression equation either of normally or abnormally distributed variables. A regression equation is said to be good if it has independent and dependent variable data which are normally distributed. The result of the independent variable of the students’ perception toward ETP’s activity and facility and the dependent variable of the students’ English competence was as follows :

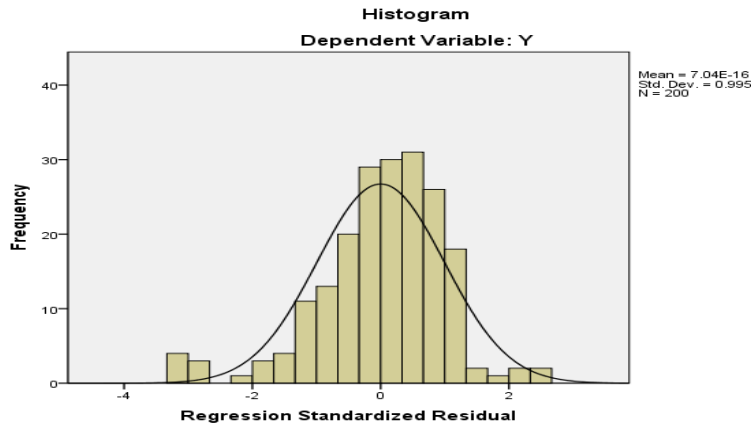


Figure 1. Normality Histogram

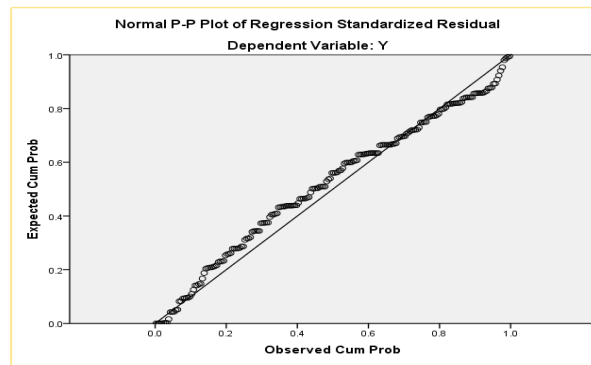


Figure 2. P-P Plot

Based on the Normality Histogram (Figure 1) above, the data does not deviate the normal curve line. It means that the data of the study was normally distributed. Based on the normal probability plot, it was also normally distributed. It can be seen from the spread of the dots which follows the diagonal line. It can also be concluded that the sample data was normally distributed.

Multicollinearity Test

Multicollinearity test was done to test whether there was a correlation between the independent variables in the regression model. The result of the multicollinearity test by using tolerance and value of Value Inflation Factor (VIF) can be seen on Table 3 as follows:

Table3. The Result of *Value Inflation Factor* (VIF) Test

Coefficientsa		Collinearity Statistics	
		Tolerance	VIF
1	X1	.702	1.425
	X2	.702	1.425

There was no multicollinearity from the calculation of VIF value = 1.425 since we can see that the VIF calculation value is less than 10 and the Tolerance was less than one.

Based on the Table3 above, the VIF calculated value of the perception toward facility (X₁) was 1.425 and the perception toward activity (X₂) was also 1.425 which all VIF calculated value is smaller than 10. The tolerance value of the perception toward the facility (X₁) was 0.702 while the tolerance value of the perception toward activity (X₂) was also 0.702. Both were bigger than 10% so that it can be concluded that there was no multicollinearity among the independent variables.

Heteroscedasticity Test

Heteroscedasticity test was used to detect whether there was similarity on the residual variants between one observation and the others. The result of the heteroscedasticity test as illustrated in the following Table 4:

Table 4. The Result of heteroscedasticity Test

Correlations				
		X1	X2	Standardized Residual
X1	Pearson	1	.546	.000
	Correlation			
	Sig. (1-tailed)		.000	.500
	N	200	200	200
X2	Pearson	.546	1	.000
	Correlation			
	Sig. (1-tailed)	.000		.500
	N	200	200	200
Standardized Residual	Pearson	.000	.000	1
	Correlation			
	Sig. (1-tailed)	.500	.500	
	N	200	200	200

** . Correlation is significant at the 0.01 level (1-tailed).

Based on Table 4, the correlation between the independent variable and the value of t .5000. the calculated correlation value was bigger than the critical value of $\alpha = 5\%$. Therefore t there was no heteroscedasticity.

Autocorrelation Test

The autocorrelation test showed that the disturber variable on one observation correlated with the disturber variable on the other observation. There must not be correlation among the disturber variables. To know this, the writer used the Durbin-Watson (DW) test.

Table 5. The Result of Autocorrelation Using Durbin-Watson (DW)

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin - Watson
1	.570	.325	.318	2.42922	1.914

a.Predictors:(Constant) X2,X1
 b.Dependent Variable Y

Table 5 shows that there was no autocorrelation since the value of Durbin-Watson is 1.914. the DW calculated value is more than -2 and less than 2.

FINDINGS

REGRESSION TEST

The result of multilinear regression test on the students’ perception toward ETP’s activity and facility is illustrated on the following Table 6:

Table 6. The Result of Multilinear Regression Test

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.155	1.563		2.018	.045
	X1	.201	.047	.300	4.293	.000
	X2	.194	.039	.348	4.977	.000

a. Dependent Variable: Y

Based on Table 6 above, the model of the multilinear regression in this study was:

$$Y = 3.155 + 0.201X_1 + 0.194 X_2$$

in which:

X₁ = perception toward facilities

X₂ = perception toward activities

Y = English speaking ability

Based on the model above, it can be concluded that the independent variable which has the biggest influence on the students' English speaking ability was the perception toward facilities in which the

alue resulted was 0.201. Meanwhile, the perception of ETP's activities influenced the students' speaking ability as much as 0.194.

T-Test

The t-test was used to know how much influence given by the independent variable to the dependent variable partially. The result was shown in Table 6

1. Hypothesis test of the positive influence of the perception toward ETP's facilities to their English speaking ability.

Table 6 shows that $t_{calculated}$ for the perception toward facilities (X_1) is 4.293. It also shows that db 196 and the significance level of 0.05 was 1.65. Since $T_{calculated} > T_{table}$ ($4.293 > 1.65$) therefore H_0 was rejected. Meanwhile, the table also shows that the significance value is 0.000 meaning that the probability is less than 0.05. therefore H_0 was rejected. That the hypothesis was accepted means that the perception toward facilities (X_1) is partially significant and positive to the dependent variable that is the students' English speaking ability. That it is positive means the higher the value of the perception toward facilities (X_1) the higher the value of Variable Y that is the students' English speaking ability.

2. Hypothesis test of the positive influence of the perception toward ETP's activities to their English speaking ability.

Table 6 shows that the $t_{calculated}$ for the perception toward ETP's activities (X_2) is : 4.977. On t_{table} with db 196 and the significance level of 0,05, the value achieved was 1.65. Since $T_{calculated} > T_{table}$ ($4.977 > 1.65$). Therefore H_0 was rejected. That the hypothesis was accepted means that the perception toward activities (X_2) is partially significant and positive to the dependent variable that is the students' English speaking ability. That it is positive means the higher the value of the perception toward activities (X_2) the higher the value of Variable Y that is the students' English speaking ability

F Test

This kind of testing was done to find out whether both independent variables influence the dependent variable (goodness of fit model).

Table 7. F Test

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	559.480	2	279.740	47.405	.000
	Residual	1162.520	197	5.901		
	Total	1722.000	199			

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

F value = 47.844 and the significance level of 0.000 mean that the independent variables, the perception toward facilities (X_1) and the perception of activities (X_2) at the same time gave significant influence to the students' English speaking ability. The multilinear regression model of $Y = 3.155 + 0.201X_1 + 0.194 X_2$ is concise.

COEFFICIENT OF DETERMINATION

The coefficient of determination (R^2) measured how far the model could fulfill the dependent variables. The result of the data processing is shown on Table 8.

Table 8 The Result of Determination Coefficient

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.570	.325	.318	2.42922

a. Predictors: (Constant), X_2 , X_1
 b. Dependent Variable: Y

Based on Table 8, the value of R multicorrelation is 0.570. It shows that the relationship between independent variables of the perception toward facilities and the perception toward activities and the dependent variable of the English speaking ability is 57%. This value is more than 50%. Therefore it can be concluded that they are tightly related one another.

Table 8 also shows that the value of R square of 0.325. It means that the influence of the perception toward facilities and activities contributes as much as 32.5%. It clearly shows that there are still other variables that influence the students' English speaking ability.

DISCUSSION

Positive perception toward ETP's facilities and activities is very important to increase the students' English ability. It acts as a strong prior skill for the students to have them enthusiastically join the program. The more enthusiastic the participants, the more enthusiastic they will do all the speaking activities in ETP. Such speaking activities are hoped to be able to increase students' English speaking skills.

Sri Trisnawati et.al (2016) said that most of the students joining the debate class could increase their English speaking fluency, they could speak smoothly without any gaps with various language expressions. In addition, she mentioned that more than half of the students told her that debating helped them speak English accurately in which it could increase their vocabulary, pronunciation and grammar as long as they could also share their idea clearly. Moreover, they claimed that debating increased their self confidence and critical thinking. When an interview was conducted, what they said was in line with their perception toward debating.

Speaking club activities or those involving the use of English speaking ability highly support the increasing of speaking ability. The more the students have speaking opportunities,

the better their English will be. It is relevant to what Bamularti dan Ceria Berlanda (2014) found in their research on the students' perception toward the use of role playing techniques in developing the students' English speaking ability. They believed that role play helped them increase their English speaking skills. In addition, according to their experience, they did also believe that role play was a proper technique used in the teaching and learning activities especially in the speaking class of The Education of Elementary Students (PGSD).

Real activities that need students' involvement in using English can contribute much to the success of English speaking program. This is in line with what suggested by the majority of the respondents to ETP facilitators to add more various speaking activities like inviting native speakers, outdoor activities to meet native speakers, and games in order to make ETP more attractive so that they are enthusiast to join the program.

The increasing of good facilities and human resources also contribute to increasing the good perception of ETP participants. Some suggestions also came up asking to have ETP programs were scheduled officially by the university. It was hoped that the participants got more spirit to be more active in joining the program. Besides that, the tutors' competence were also hoped to increase. In addition, other various interesting ETP activities were also hoped to be provided such as a film or other audio-video media.

All respondents' suggestions were recorded and sent to the manager of ETP so that the students' perception toward ETP either toward its facilities or activities could be increased too, with positive perception, the goal of establishing ETP would come into reality. The more the positive perceptions owned by the students, the better their English speaking would be.

CONCLUSION

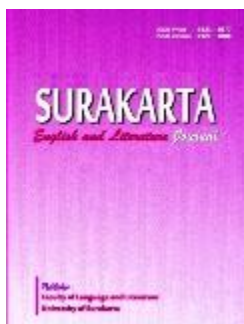
The conclusion that can be drawn from the findings and discussion explained above are perception variables toward ETP's facilities and activities give a positive influence on the increase of the students' English speaking ability with t-calculated of 4.293 and 4.977. Based on the result of the F test, the significance value was .0000 less than α . Therefore, the regression model of $Y = 3.155 + 0.201X_1 + 0.194 X_2$ are correct already. The influence of the students' perception toward ETP's facilities and activities to their speaking ability was 32.5%. It shows that there were still many other factors that contribute to their English speaking ability.

SUGGESTION

1. Based on the result of the study, more research related to other variables of perception and the increasing of English skill can be carried out.
2. The scope of the study can broaden not only on the students but also on the other scopes.

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THE USE OF CLASSROOM LANGUAGES FOR BEGINNING LESSON IN MICRO TEACHING CLASS

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ABSTRACT

The ability for beginning the lesson can encourage students' interest and motivation earlier in learning. That view must be understood more by the students when they practiced in micro teaching subject. They were expected to apply it for training them in minimizes the use of mother tongue and maximize the use of target language. The aim of this research is to know the variation of classroom languages especially for beginning the lesson applied by sixth semester students in micro teaching practice. The method used in this research is descriptive qualitative. Data was collected by using observation and interview. The result shows that variation of classroom languages for beginning the lesson are still minimize and tend to be limited on certain terms. The most dominant type of classroom language used by students is greeting on using the term of "How are you", the second one is the type of classroom language is register on using the term "who is absent today". The last one is the type of time to begin on using the term "let's start our lesson now." The students never applied the other terms in their practice.

Key words: classroom languages, micro teaching, qualitative

ABSTRAK

Kemampuan untuk memulai pembelajaran dapat meningkatkan ketertarikan dan motivasi siswa sejak awal pembelajaran. Hal tersebut harus dipahami siswa ketika praktik micro teaching. Siswa diharapkan bias mengaplikasikannya untuk meminimalkan penggunaan bahasa ibu dan memaksimalkan bahasa target atau bahasa inggris. Tujuan penelitian ini untuk mengetahui variasi penggunaan bahasa kelas khususnya ketika memulai pembelajaran yang diaplikasikan pada mahasiswa semester 6 ketika praktik microteaching. Metode yang digunakan pada penelitian ini adalah metode kualitatif. Data yang dikumpulkan dengan cara observasi dan wawancara. Hasil menunjukkan bahwa variasi bahasa kelas yang diaplikasikan ketika memulai pembelajaran adalah masih terbatas pada istilah-istilah tertentu. Sebagian besar tipe bahasa kelas yang diaplikasikan mahasiswa adalah pada tipe greeting, register, dan waktu memulai pembelajaran. Mahasiswa tidak pernah menggunakan tipe classroom languages yang lain.

Kata kunci: Bahasa Kelas, micro teaching, kualitatif

INTRODUCTION

Micro-teaching cannot be separated in teaching learning process especially for students in Teacher Training and Education Faculty. It is as the requirement for real practice in schools. Micro-teaching is not the media for changing teaching practice but it is as a facilitator in teaching practice. According to Remesh (2013), the core skills of microteaching such as presentation and reinforcement skills help the novice teachers to learn the art of teaching at ease and to the maximum extent. Teaching practice is not just the mastery of teaching components through micro-teaching. It requires the students for practicing their teaching ability comprehensively in real classroom teaching. The mastery of materials and classrooms management are the crucial factors for teaching practice. Classroom management is intended to provide students with more opportunities to learn all of the things that a teacher does to organize students, space, time, and materials so that students' learning can take place (Nagler, 2016). Besides, the ways in interaction during teaching learning process between teacher and students are also important to be implemented as Classroom languages.

Microteaching produces a set of smiles and procedures for playing acting unnatural surrounding in teaching English. A student pretends as if she was a teacher and the others as students who are joining teaching learning process. Other students become observers who develop an ability to give a good feedback. Repeated experiments have shown that over a period of time microteaching produces remarkable improvement in teaching skills (Mahmud, 2013). Micro teaching covers the mastery of materials and also classroom management that use classroom interaction for achieving learning outcomes. Classroom interaction as Classroom languages are used as a bridge for communication in teaching learning process. Students must apply them as many as possible for teaching practice in micro-teaching as target language in real communication for classroom interaction. According to Sundari (2017) that classroom interaction has been a central issue in teaching and learning English in the era of communicative language teaching. That interaction known as classroom languages must be implemented in the beginning until the end of learning. In addition, there are simple instructions as classroom languages for supporting teaching learning process such as the ways for handling students in spontaneous situation and also the ways for responding the students' works.

Classroom languages is language expressions used for communication between teacher and students in teaching learning process. According to Scott dan Ytreberg (2000:17), classroom languages are such kinds of simple and meaningful expression of English that are used to save students who are always book oriented for being autonomous person in daily communication. The application of classroom language is important in teaching learning process for making habits in using English interaction in classroom. Paul (2003) states that teachers must use classroom languages when they give materials, manage the classroom, give instructions, and the other activities during teaching process. The teacher's duty is as a model that guides students to use English expressions naturally. It gives the effects for students to understand parts of language interaction and integrate the use of them systematically.

The application of classroom language is important to be applied by the students in micro-teaching subject as daily interaction languages in learning process, because it can train students for minimizing the use of mother tongue and emphasizing the use of target language. It aims to avoid the view that classroom languages as a strange thing and make the impression as difficult things. That view appears because classroom language is seldom to be practiced. The practicing students do not just transfer the materials related the topic explained in English but also the class interaction during the lesson must use English too. This research is focused on the use of classroom languages for beginning the lesson as first steps before explaining the materials because its application can be used for giving stimulating since the early of learning. There are many forms for beginning the lesson such as greeting, introduction, time to begin, waiting to start, put your things away, register, and the utterance of handling late.

The ability for beginning the lesson is crucial factor for the progress on next learning process. It can be caused by some values implied through beginning the lesson such as taking care to the others, social value and moral value. There are two ways communication between teacher and students for creating close relationship such as the way of teacher for greeting the students, asking the attendance, and checking the readiness of students. Those interactions grow motivation and activeness in the early of learning therefore teaching learning process can run well. Motivation is an important factor in specifying the readiness of *learners* to communicate (Alizadeh, 2016)

Based on the illustration above, the strategy to begin the lesson by making interaction between teacher and students is useful thing to be applied for getting effective learning. It has many various forms of classroom languages for beginning the lessons. For example, there are some ways for greeting the students such as 'how are you', 'how is life', 'how is everything?', 'Is everything ok?', 'Is everything well?'. Those can be applied by students when they have teaching practice in Micro-teaching subject. The aim of this research is to know the variation of Classroom Language applied by sixth semester students of English Department in Veteran Bangun Nusantara University of Surakarta in Micro-teaching subject.

METHODOLOGY

This research used descriptive qualitative research. The goal of descriptive research is to describe a phenomenon and its characteristics and more concerned with what rather than how or why something has happened (Nassaji, 2015). It described the application of Classroom languages for beginning the lesson in Micro-teaching subject. The subjects of the research are sixth semester students in English Department in Veteran Bangun Nusantara University of Sukoharjo. Data was collected from many sources. Data for this research was the interaction of students who had teaching practice in Micro-teaching activities. First data was a video recording of students interaction related with the application of classroom languages for beginning the lesson. The second data was the interview result of the students and lecturer. The interviewees were five students as the representative of the students. The sources data in this research included events and informants. Events were the form of the students' action and interaction for beginning the lesson in micro-teaching class. The informants for the research are students who were doing teaching practice in micro-teaching.

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Data collection of the research is observation and interview. The researcher obtained the data by conducting classroom observation of teaching practice in micro-teaching class. There were 3 times of observation on third, four, fifth meeting. There were 3 presentations in each meeting that took 10-15 minutes duration. The theme was purposed to teach students in junior High School. Students are able to choose the kinds of skills, materials that will be taught. Based on the observation, the students chose reading skill and grammatical structure as materials presented. Researcher observed the way to begin the lesson used by students in teaching practice related to the expressions and utterances of classroom language as a media of interaction between teacher and students. Researcher took interview to the lecturer of micro teaching and the students who take micro teaching subject. There is a lecturer and five students that are interviewed. Researcher used semi structured interview in which researcher had made 10 point of questions that were developed based on the situation to achieve the research objectives as detail as possible.

The ways of analyzing data were data reduction, data display, and conclusion. Data taken from interview and observation of teaching practice in micro-teaching class were noted, edited, segmented, and classified based on various ways of classroom languages for beginning the lesson used by students. Then, the results of data reduction were displayed to get purposed information based on various kinds of classroom language. Data that were concluded based on data reduction and data display by using code to get purposes information.

FINDING AND DISCUSSION

According to (Paul, 2003: 81), there are some elements of classroom languages for beginning the lesson:

1. Greeting
2. Introduction
3. Time to begin
4. Waiting to start
5. Put your things away
6. Register
7. Late

Based on data collection, the application of Classroom language for beginning the lesson in micro-teaching subject as follows

NO.	Classroom Language	Frequency
1	Greeting	80%
2	Introduction	-
3	Time to begin	5%
4	Waiting to start	-
5	Register	15%
6	Late	

Based on data finding above, the students applied classroom languages for beginning the lesson on greeting, time to begin, and register. The most dominant variation of classroom languages used by students is greeting for beginning the lesson. The context of classroom language for beginning the lesson as follows:

Good morning, students
How are you today? I am fine, thank you. And you? I am fine too, thanks.
Let's begin our lesson now.
Stop talking, be quiet please
Who is absent today?

That context implied that various kinds of classroom language only on greeting (the use of "Good morning"), time to begin (the use of "let's begin our lesson now"), and register (the use of "who is absent today"). In the other hands, the types of beginning the lesson on introduction and handling on late are not applied by the students in teaching practice. The students pretend as if they are regular teachers who continue the previous materials. Moreover, the types of classroom languages for beginning the lesson on handling late are also ignored by students in teaching practice. Even though, there were some students who come late but there is no respond from the practicing students. They were allowed to join the class without any asking about the reasons of coming late. It is better to be paid attention by practicing students for facing that situation so there is interaction of being care.

Most students used greeting to begin the lesson as the form of classroom language. However, they greet the others by using the same utterance and also same respond. It can be seen from this situation:

"Good morning, students?"
"Good morning Mam."
"How are you?"
"I am fine. And you?"
"I am fine too. Thank you"

The ways of greeting above are always used by each student in teaching practice. They always used the form of greeting on the classic and monotonous ways. They always used the utterance of "How are you". They did not try to use other variation of greeting such as "How are you getting on?" "How is life?", "How are things with you?", "Are you feeling better today?" They applied them based on their experience when they were in Junior High School. In addition, the respond was same too. They always answered by using utterance "I am fine. And you" although they were not too well at that moment. It was impressed a package that cannot be changed its formula. In fact, greeting is one of the expressive acts mostly used in our daily life (Jibreen, 2010)

The other type of classroom language for beginning the lesson was the utterance "Time to begin". It was only applied by certain students after greeting the others. They used the utterance of "Let's begin our lesson now". It was a model of checking the students' readiness to learn the materials. There are some other utterances to begin the learning such as "Is evverybody ready to start? I hope you are all ready for your English lesson". However, those utterances were not used

by students. They chose to use the simple ones such as “Are you ready now?”

Classroom languages for beginning the lesson have various ways and types. It must be applied to make habitual situation for practicing target language. It is very important to be applied in teaching learning process to force the students in practicing simple expressions in daily activities. Viewing data finding, it can be assumed that the use of classroom languages were still limited and tend to be monotonous. They do not know other forms of classroom languages because there are not any lessons that discuss classroom languages in detail. They thought that the use of English is only on transferring materials, only on the topic learned, and only on the assignments given. They thought that way to interact and communicate during the lesson used mother tongue.

Teaching practice is the basic training in teaching for students in Teacher Training and Education Faculty. They must master all about teaching and use target language for interaction during teaching learning process. They had mastered the materials well but they had not mastered classroom languages well and had applied them maximally.

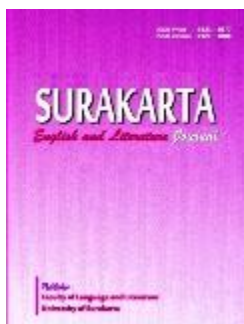
CONCLUSION

Based on data finding and discussion, the researcher concludes the variation of classroom languages for beginning the lesson are still minimize and tend to be limited on certain terms. The students just used greeting, register, and time to begin. The most dominant type of classroom language used by students is greeting (80%), the second one is the type of classroom language on register (15%), and the last one is the type of time to begin (5%).

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THE IMPLEMENTATION OF PEER TEACHING IN TEACHING ENGLISH FOR YOUNG LEARNERS OF ENGLISH DEPARTMENT, UNIVET SUKOHARJO

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ABSTRACT

The objective of the study is to identify the application of Peer Teaching in the subject of Teaching English for Young Learner (TEYL) and combined it with teaching media that suitable for the teaching material. Besides it also observed the dominance of teaching media that were used by students in TEYL. It is a qualitative method. The subject of the study is 6th semester students of English Department. The collecting data of the study are observation, interview, and documentation. The application of Peer teaching in the study are 1) making sure that peer teacher mastered the teaching material, 2) using system reward, 3) using positive reinforcement, 4) choosing the appropriate exercise, 5) using grouping strategy, 6) using role play of peer teaching, 7) forcing on feedback that was given by the lecturer. Then the dominant teaching media used in peer teaching is downloaded video from YOUTUBE. The reason was easier to get and it is also cheap.

Keywords: Peer teaching, Teaching English for Young Learner (TEYL), downloaded video

ABSTRAK

Tujuan penelitian ini adalah untuk mengidentifikasi penerapan Peer Teaching pada mata pelajaran Teaching English for Young Learner (TEYL) dan memadukannya dengan media pembelajaran yang sesuai dengan materi ajar. Selain itu diamati juga dominasi media pembelajaran yang digunakan oleh siswa di TEYL. Metode kualitatif digunakan dalam penelitian ini. Subjek penelitian ini adalah mahasiswa Jurusan Bahasa Inggris semester 6. Pengumpulan data dalam penelitian ini menggunakan observasi, wawancara, dan dokumentasi. Penerapan peer teaching dalam penelitian ini adalah 1) memastikan guru sebaya menguasai materi ajar, 2) menggunakan sistem reward, 3) menggunakan penguatan positif, 4) memilih latihan yang sesuai, 5) menggunakan strategi pengelompokan, 6) menggunakan role bermain peer teaching, 7) memaksakan umpan balik yang diberikan oleh dosen. Kemudian media pembelajaran yang dominan digunakan dalam peer teaching adalah video yang diunduh dari YOUTUBE. Alasannya lebih mudah didapat dan juga murah.

Kata kunci: peer teaching, TEYL, video yang diunduh

INTRODUCTION

Universitas Veteran Bangun Nusantara Sukoharjo or commonly known as Universitas Veteran Bantara Sukoharjo is a university located in the centre of Sukoharjo district. One of the study programs within the university is the English Language Education Study Program (Progdi) which is under the faculty of the Teacher Training and Education Faculty (FKIP). This English education program provides Teaching English for Young Learners courses which are later called TEYL to 6th semester students. TEYL in accordance with its extension teaches students in semester VI, the ability to teach English for early learners, namely students who are elementary aged: 0 - 6 years (Law No. 20/2003, article 1: 14) or Very young learners: ≤ 6 years (Shin, 2006) and Young learners: 7 - 12 years (Shin, 2006). Based on this explanation, it can be concluded that students or learners of basic age are from 0 years to 12 years. If this is traced based on the level of education in Indonesia, there are two things that need to be paid attention to, the first is that elementary age students are students who are at the PAUD (Early Childhood Education) level which consists of playgroups and kindergartens. Kindergarten, the second is Elementary School students. Teaching students or early learners is not the same as teaching junior or senior high school students because of the different characteristics of the two. When compared between the lessons of kindergarten and elementary students, elementary students have lessons that are more challenging for students to hone their creative power in adjusting the lessons being taught with the appropriate media.

Besides having creative power in teaching, 6th semester students need to know the characteristics of students of that age. Knowledge of student characteristics learned in this TEYL subject is used in understanding student behaviour in the classroom. This helps teachers in teaching students and makes it easier for teachers in class management or managing student order in the classroom in all aspects.

In the 2018/2019 academic year, the curriculum applied in Indonesia is the 2013 curriculum which applies English not as a compulsory subject. Even so, there are still many elementary schools and even kindergartens that still provide English lessons for their students. The consideration is that English is an international language so that people learn English so that they are not left behind with other countries because of the language of communication used in the world, one of which is English. Especially with the Asian Economic Community (AEC), the more free Asian people are to enter and exit other Asian countries. In addition, the latest sciences come from the western world, which mostly use English. Based on these reasons,

As mentioned earlier, this TEYL course was given to 6th semester students at the English Education Department of Bantara, Sukoharjo Veteran University. This is in accordance with the mission of the English Department which produces output (students) in accordance with the times and does not reject all kinds of job opportunities that are in front of it. These sixth semester students are students who have begun to be prepared to face the learning process and students in the classroom in the Field Teaching Practice or PPL program in schools around the Sukoharjo area. PPL is a fundamental consideration for the English language education study program to prepare students physically and mentally in this PPL program. Based on the interview on the prior research to the 7th semester students and the tutor teacher in PPL place, students at the time of

PPL still felt nervous and this was clearly seen by the tutor teacher in the PPL program. To avoid this, in one semester, sixth semester students are given two courses which require students to be brave and creative to teach their friends in one class, namely TEYL and Microteaching.

TEYL is something interesting to discuss because students are required to teach friends in one class. In addition, at TEYL, students were seen enjoying the teaching process at TEYL. This is because students can act as small students who are being taught by a teacher who in this case is one of their friends in one class. Then, students really enjoy being in the TEYL class because students are free to express themselves in the classroom. Students are free to ask questions about things that are being explained by their friends, as if they do not know and understand it, it is not uncommon for students to laugh at friends who are learning to teach in class, this is what makes students feel happy to be in TEYL class.

Based on the explanation of the learning process in the TEYL class, students who teach friends in one class or in a group are called Peer Teaching. The definition of Peer Teaching itself is the use of teaching and learning strategies in which students learn with and from each other without the immediate intervention of a teacher (Boud et al., 1999: 413). Based on the explanation from Boud and his friends, the learning process by asking one of the students to teach another friend is Peer teaching with the teaching position outside the learning circle because the class is in the hands of the student who is in front of the class to teach. When in front of the class, these students are responsible for order and the continuity of the learning process. Meanwhile, the teaching position is only to see and observe the students who are teaching and can provide feedback to the students when the course ends. This feedback is needed so that students know how their performance is while teaching in the classroom, how well they are teaching or what things need to be done to produce a creative and interesting learning process. According to the explanation from Baud, the student learning process from the beginning of learning, opening the learning process, to the end of the learning process, providing evaluation and at the same time assessing whether or not the questions have been done are right or wrong. In this TEYL course, students are free to develop material taught in the classroom by considering learning media that is suitable and attractive to students or in this case friends in one class. RPP or Learning Implementation Plan is not prioritized in this subject because in the Microteaching lesson students have already learned how to make RPP based on the existing syllabus which is adjusted to the curriculum currently being implemented in Indonesia. In TEYL, it is more focused on developing material and combining material with creative and interesting media for students. To find out the learning media and learning materials, it is necessary to return to the information at the beginning that knowledge of student characteristics is needed here. The reason is that elementary age students and teenage students have somewhat different interests. Elementary age students tend to be more active in gross motor skills in learning and playing, while teenage students are more likely to be active in fine motor skills. Based on the explanation that has been discussed, the formulation of the research problems are:

1. How is the application of peer teaching in TEYL learning for 6th semester students and combining it with learning media that is in accordance with the material being taught.
2. What is the most dominant learning media used in Peer Teaching in the classroom?

METHODOLOGY

The Design of the Study

The problem that is examined or studied in this research is research centered on natural events without any social and dynamic conjecture because what is being studied is a human being who coordinates and collaborates with other humans around him. Based on this explanation, this research is a qualitative research. According to Sugiyono (2011: 15).

The Subject of Research

This research was conducted at the University of Veteran Bangun Nusantara Sukoharjo in the Sixth Semester Education Study Program. The 6th semester student will face PPL in semester VII. For A class, consists of 27 students. The data of the research are peer teachers' creativity in teaching the other students in TEYL class.

Data Collection Procedures

The procedures for collecting data in this study include observation, documentation, and interview.

1. Observation

Observation is the first step in conducting research, observations are carried out to find out in detail about students' ability teach their classmates, whereas students felt nervous and haven't mastered classroom management.

2. Documentation

Documents are interpreted as a written record / picture stored about something that has happened. Documentation is physical evidence in the form of photographs when English language teaching takes place and the results of students' worksheets when writing in English.

3. Interview

The interview represented by 5 interviewees.

The interviewees got the same questions, and the researcher wanted to know whether their answers were match or not. The questions concerned to students' ability in teaching their classmates in TEYL class

Instruments

The researcher is as a key instrument of the research.

Data Analysis Techniques

While the data analysis in this study, Milles and Hubberman (2012: 141) explains that data analysis is steps to process research findings that have been transcribed through the process of data reduction, i.e. data is filtered and compiled, presented, verified or concluded. So, data are underlined on the research are teaching media student used.

Procedure of the Research.

Research has been carried out by passing various steps to get results that can answer the problem statements. The procedure that was carried out was field observation. Based on the observation,

The researcher decided at class A as the subject of research, then prepared the test and conducted it.

FINDING AND DISCUSSION

This chapter formulates two problems as mentioned in the introduction. There are peer teaching application and the most dominant learning media used in Peer Teaching in the classroom

Peer Teaching Application

This peer teaching can be applied in all learning subjects. Things that can be clicked from TEYL's teaching are as follows:

Ensure that peer teachers have sufficient knowledge of the material to be taught.

Peer teachers in this case are not only required to master the material but also to master class mastery. The material here is subject matter. All students who will have their teaching turn always prepare subject matter according to the young learner who is their goal in teaching.

1) In terms of class mastery, peer teachers must be able to open and close the learning process. If we look at the research findings for classroom mastery, we can conclude that not all peer teachers have good class mastery. The peer teaching script has provided an example of how peer teachers have good classroom mastery and who are not well prepared.

Table 1. Opening Class

Coding	Transcript
PM/9	<i>Hari ini kita kan bahas tentang cita-cita Ini gambar apa ya? (sambil putri menunjuk gambar di slide PPT tentang Profesi)</i>

Peer teachers who do not yet have good class mastery can be seen in the PM9 data, which shows that the way peer teachers open the learning process does not show attention to the conducive situation of class students. What the peer teachers should have done at PM / 9 was that after saying their greetings,

Table 2. Rolling Class

Coding	Trancript
PM/28	<i>Hari ini ada yang tidak masuk?</i>

the peer teachers should have asked the students whether there were students who were absent as stated in PM / 28.

Table 3. Closing the Class

Coding	Transcript
PM/61	<i>Great. Hebat. Hari ini kita belajar tentang apa anak-anak?</i>

Then, when closing the lesson, the peer teacher should provide feedback as stated in the PM / 61 data which states about the lessons learned during that day. This is intended so that students do not forget the material that has been taught and the peer teacher also aims to find out the seriousness and understanding of students on the lessons that have been obtained on that day.

2) Then, for mastery of the material, we can see that from coding data, there are two ways of delivering different material through the media used. The first is shown in the PM / 9 data where the peer teacher directly shows the material through the media that is brought to class, namely ppt or power point, without giving warming up or warming up to students in advance. Warming up is used to prepare students' readiness in receiving lessons on that day.

Table 4. Building a Readiness of the Class

Coding	Transcript
PM/44	<i>Kita putar pelan satu-satu ya.</i>

What should be done is what is done PM / 44 which is done by the peer teacher. The peer teacher uses video learning media taken from YouTube which we can find out from interviews with peer teachers. In PM / 44, the peer teacher in using the video was by paying attention to the readiness of the students in receiving lessons, namely the video is played as a whole and then the video is played one by one based on the pictures that appear in the video.

Using a reward system

At this stage, all peer teachers can implement a reward system or praise students when learning interactions between peer teachers and students are carried out. The purpose of the reward or praise given by peer teachers is to nurture students to continue paying attention to the lessons being taught by the peer teachers, as it can be seen in the table below:

Table 5. Giving a reward to the Class

Coding	Transcript
RD/53	<i>Hebat Koko! Kalian semua anak-anak yang hebat. Ini ibu ada permainan</i>

Based on the table 4, peer teacher tried to give a reward to one of the students, Koko and to all of the students.

Positive reinforcement

In this positive reinforcement, there are two ways of delivering the peer teacher. When the peer teacher asks students to read new vocabulary in English, the first data is shown in coding PR / 13.

Table 6.giving positive reinforcement

Coding	Transcript
PR/13	Doctor. Bagaimana bacanya tadi?

Positive reinforcement by peer teachers is that the peer teacher directly provides an example of how to read in the peer teacher's voice, which she says in front of the class. It is very risky to make mistakes when doing it. To minimize pronunciation errors, the peer teacher before teaching must carefully prepare every vocabulary that will be taught to students.

Table 7.giving positive reinforcement through a video

Coding	Transcript
PR/46	(memutar video, kemudian menghentikan /pause pada satu gambar hewan) Ini gambar apa, anak-anak?

Meanwhile, the data shown in the PR / 46 coding shows that the teacher minimizes direct speech for all the vocabulary that is taught, especially for the vocabulary that is spoken for the first time. This is greatly helped by the existence of learning media, namely videos that have been prepared by peer teachers. This will greatly minimize the pronunciation mistakes that peer teachers will make when giving examples in front of the class. However, peer teachers must be careful in choosing videos because they do not let the video they choose to teach is a video that has the wrong pronunciation or pronunciation.

Choose practice questions

The selection of questions used by peer teachers is still not varied, as it can be seen in table below:

Table 7.asking an exercise through an ice cream sticks

Coding	Transcript
Ex/54	: berhenti sebentar mempersiapkan alat-alat yang digunakan untuk permainan dalam pelajaran bahasa Inggris

In giving training, peer teachers still ask students to fill in questions or answer questions that have been provided by the peer teachers, only the way to provide the exercises is different. Peer teachers tell students to come directly to the front of the class to answer questions provided by peer teachers on the blackboard. In addition, there are peer teachers who make exercises on a piece of paper and then the students are asked to do the questions.

The third provision of exercise is to use teaching media based on ice cream sticks which are given a picture then students are asked to guess what the picture is using English

Using e a group strategy

The group strategy that occurs in the classroom is only implemented by five peer teachers. Groups are made into one group consisting of three to five students. the group is asked to do the assignment given by the peer teacher then make a report orally based on the group that has been made.

Others prefer to get students directly to classically to do the activities that must be done to practice each vocabulary the students have to say.

Using the peer teaching method

The peer teaching procedure applied in semester 6 in the English Education Study Program of Bantara, Sukoharjo University is in accordance with what is revealed by Briggs (2013) as follows: Ensure that peer teachers have sufficiently mastered the material to be taught and have mastered the class in the learning process, Using a reward system, Positive reinforcement, Choose practice questions, Use a group strategy, Using the peer teaching method, Emphasizes active learning, Feedback or feedback. It can be seen in CPT/Scene II.

Table 8.peer teaching learning process

coding		transcript	
CPT/S cene II	7	SCENE II	Putri (dedek) : <u>Selamat pagi semua!</u>
	8		Students : <u>Pagi bu</u>
	9		Putri : <u>Hari ini kita kan bahas tentang cita-cita Ini gambar apa ya? (sambil putri menunjuk gambar di slide PPT tentang Profesi)</u>
	10		Students : <u>Pak Dokter</u>
	11		Putri : <u>Pak Dokter bahasa Inggrisnya apa?</u>
	12		Students : <u>Ga tau bu</u>
	13		Putri : <u>Doctor. Bagaimana bacanya tadi?</u>
	14		students : <u>Doctor.</u>
	15		Putri : <u>Ini apa ya? (sambil menunjuk gambar pada slide PPT)</u>
	15		Students : <u>Apa bu?</u>
	16		Putri : <u>Guru. Guru bahasa Inggrisnya adalah teacher. Bagaimana anak-anak bacanya tadi?</u>
	17		Students : <u>Teacher</u>
	18		Putri : <u>Good</u>
	19		Putri : <u>Ok. Sekarang bu guru ada soal. Ayo maju tiga siswa</u> <u>Tidak ada yang maju? Ya sudah ibu tunjuk ya. 1.</u>

		Norman, 2, Tika, 3. Koko
20		: <u>Ketiga murid yang ditunjuk maju ke depan dan mencocokkan gambar dan tulisan yang telah disiapkan oleh Putri, setelah selesai mengerjakan:</u>
21	Putri	: <u>Bagus. Pintar semua. Semua memperhatikan penjelasan dari bu guru</u> <u>Hari ini pelajarannya cukup sekian.</u> <u>Selamat pagi semua.</u>

So it can be concluded that the peer teaching procedure in the Univet English Study program does not go away or change things that become rules in teaching using Peer Teaching.

Emphasizes active learning

Active learning learning is a learning system that will optimize students' abilities in the learning process. The teacher's role is minimized in the learning process.

Table 9. showing the active learning

Coding	Transcript
AL/55	Ini ibu guru punya stik es krim yang ada gambar hewannya. Nanti kalau ibu guru menunjuk salah satu gambar, kalian semua tebak gambar hewan tersebut dalam bahasa Inggris ya

In learning using peer teaching, the lecturers did not explain much because students would practice directly to become peer teachers in the classroom with classmates acting as early learner students. This is shown in AL / 55 data so that students who act as peer teachers will explore their abilities to prepare materials.

Feedback

Feedback on teaching using peer teaching is actually practiced by lecturers or teachers because the feedback shown in FB / 74.

Table 9. giving feedback by lecturer

coding	transcript
FB/74	Untuk yang menggunakan powerpoint, tolong anda perhatikan untuk setiap ucapan ataupun pronounciataion. Jangan sampai anda salah dalam mengucapkan. Anak usia dini memiliki kemampuan yang sangat luar biasa dalam memory nya. Jangan sampai yang mereka ingat adalah pronuntiation yang anda jarkan dan ternyata pronounciation anda salah. Faham?

Feedback is needed by peer teachers to be able to improve their teaching ability to be better than before.

The person in charge of deciding which learning media to use in the peer teaching process is the student who serves as the peer teacher. The dominant media is video taken from YouTube.

This video is a favorite because it has the following characteristics:

- a. Visually, with a moving picture display accompanied by a way to read it so that students can easily observe and learn by peer teachers. This also makes students interested because they enjoy the learning process in class as can be seen in the documentation attachment.
- b. Students are given the opportunity to find out independently about the material presented in the classroom by using video as a learning medium. Students are helped by the video to be able to hear and learn to pronounce like a native speaker. This can be used to minimize mistakes that can be accidentally made by teachers when teaching reading in English. The end goal is that students become more interested and pay more attention to English lessons in the classroom.

CONCLUSIONS

Based on the problem statements, there are two answers that can be concluded.

The application of Peer teaching in the study was 1) making sure that peer teacher mastered the teaching material, 2) using system reward, 3) using positive reinforcement, 4) choosing the appropriate exercise, 5) using grouping strategy, 6) using role play of peer teaching, 7) forcing on feedback that was given by the lecturer.

Based on the finding, some peer teachers need to fulfil the peer teaching learning process to make the teaching result more effective. Then the dominant teaching media used in peer teaching was downloaded video from YOUTUBE. The reason was easier to get and it was also cheap.

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