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THE EFFECT OF AUDIO-VISUAL MEDIA ON VOCABULARY RETENTION OF THE 9th GRADE STUDENTS AT AN ISLAMIC BOARDING SCHOOL IN LOMBOK, INDONESIA

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Abstract: This study focuses on investigating the effect of audio-visual media (AVM) on students' vocabulary retention and determining students' perception about learning using AVM. This experimental research was conducted at an Islamic Boarding School in West Lombok Indonesia. The population of the study were the 9th grade students. Two classes were selected using cluster random sampling method. Each class consists of twenty-eight students, 56 in total. The classes were divided into two groups; Experimental and Control group. Pre-Test and Post-Test design and Survey method were used in the data collection. The data indicate that there was no student in the experimental group classified into excellent category, but after doing the treatment the students' scores in the experimental group improved well. The result of paired sample test showed the Sig. value was $0.00 < 0.05$ which means there was a significant difference of students' learning outcome.

INTRODUCTION

Vocabulary mastery in foreign a language learning plays significant role in language proficiency. Kweldju and Priyono (2010) stated that vocabulary is the most meaningful element in teaching English. In terms of understanding, Wati and Syafei (2013: 666) added that vocabulary is the most important thing to master because one will not be able to understand a reading or speech without understanding the meaning of the words contained in it, making the teaching of it is very influential.

Selecting appropriate teaching media is one form of interventions which is believed to influence the success of vocabulary teaching and learning. Audio Visual Method (hence called AVM), as one of technology-based media has been claimed to be suitable for vocabulary teaching because of its efficiency (Arif, 2020). As it contains picture and voice, students can see and hear simultaneously (Munir, 2016) and can assist on generating ideas in group discussions (Veronica, 2019). AVM is also expected to promote attractive classes and help teachers save time (Dewi, 2017). However, studies on AVM have mainly focused on examining its effectiveness to improve students' vocabulary mastery and little has been known whether students perceive it effective. As understanding students' perception will inform the use of AVM and may assist the improvement of the use of AVM in classrooms. Therefore, the present research is not only aimed at determining the effect of audio-visual media on students' vocabulary retention, but also to investigate students' perceptions about the use of audio-visual media for their vocabulary learning.

RESEARCH METHOD

This research was an experimental study with a quasi-experimental design that compared students in conventional class with students in class taught using AVM. Sugiyono

(2016: 107) explains that the experimental research method is a research method used to look for the effect of certain treatments on the others under the controlled conditions. In addition, Arikunto (2000: 272) defined experimental research as research that is intended to determine whether there is a result of treatment on the subject under investigation; comparing one or more experimental groups who were given treatment with a comparison group who were not given treatment.

The samples of this study were two 9th graders in Academic Year 2021/2022. The involved IX G class, with twenty-eight students, as a control group and class IX H, with twenty-eight class, as an experimental group. The total number of students involved in this study were fifty-eight students.

The study used multiple choice questions and questionnaire in the data collection. The test consisted of 25 questions that was given a score of 4 for each correct answer and the collected data was processed using a specific formula. A questionnaire with ten structured questions were distributed after the experimental stage was completed.

Data Analysis

The data were analyzed through some stages: data tabulation, score calculation, and conclusion.

1. Data tabulation

In order to avoid subjectivity, the data tabulation was conducted by involving two other people: the subject teacher and one colleague. The researcher provided prior directions to the two people on how to score. The researcher used this tabulation to classify the students' vocabulary mastery into some criteria. The study adopted the five categories for students' ability classification from Azwar (2010: 108), that are excellent, very good, good, fair, poor and very poor (Table 1).

Table 1. Classification score of students' vocabulary mastery (Azwar, 2010:108)

Classification	Score
Excellent	89-100
Very good	77.9-88.9
Good	66.8-77.8
Fair	55.7-66.7
Poor	44.6-55.6
Very Poor	33.5-44.5

2. Score calculation

The study used SPSS in calculating the score. The first step was to find the mean score of both groups. Then, the researcher did some tests to count the data. They are test of normality, paired sample test, test of homogeneity and independent sample test.

3. Conclusion

After calculating the scores, conclusion was drawn by referring to the following:

a. If the t-test value is higher than the t-table value at the significance level of 0.01 and 0.05, the null hypothesis (Ho) fails to be rejected.

b. If the t-test value is lower than the t-table value at the significance level of 0.01 and 0.05 it means, the null hypothesis (Ho) is rejected.

Data from the questionnaire were analyzed as follow:

a. Tabulating the questionnaire responses data

b. Interpreting the responses, and

c. Drawing conclusions about students' perception.

FINDINGS AND DISCUSSION
Findings

Table 2 and 3 below show the minimum, maximum and the mean scores of both experimental and control group.

Table 2. Mean score of experimental group

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	28	44	88	66.07	11.769
Post-test Experiment	28	68	96	85.29	7.408

Table 3. Mean score of control group

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	28	48	96	81.07	11.082
Post-test Experiment	28	60	96	82.21	10.057

The minimum score of pre-test for the experimental group is 44, the maximum is 88 and the mean score is 66.07. Whereas, the minimum score of post-test is 68, the maximum is 96 and the mean score is 85.29. The data indicate that there is a significant difference in the mean score of pre-test and post-test for experimental group; there is an increase from 66.07 to 85.29. In contrast, the minimum, maximum and the mean scores of control group indicate no increase. The pre-test is 48, the maximum is 96 and the mean score is 81.07. While, the minimum score of post-test is 60, the maximum is 96 and the mean score is 82.21.

Further, Table 4 below contains the data of the paired sample tests conducted to determine the comparison of the mean scores for each group by looking at the value of Sig. (2-tailed).

Table 4. Paired Samples Test

Paired Difference		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test Experiment – Post-test Experiment	-19.214	8.025	1.517	-22.326	-16.103	-12.670	27	.000
Pair 2	Pre-test Control group– Post-test Control group	-1.143	4.727	.893	-2.976	.690	-1.279	27	.212

Output pair 1 shows that the significant score is 0.000. It is < 0.05. So, this means there is a difference in the average student learning outcomes for the pre-test and post-test of experimental group that was taught by using audio-visual media. The output pair 2 shows that the significant score is 0.212, which is > 0.05. Thus, this shows that there is no difference in the average of students' learning outcomes for control group.

After finding the result of the paired sample test, the next step to do was to find out the result of the questionnaire. The data were tabulated based on the answers selected by the respondents and were analyzed by using SPSS. Here is the result from the questionnaire presented in Table 5:

Table 5. Coefficients

Model	Unstandardized Coefficients		Unstandardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	9.288	.4.203	.467	2.210	.031
Audio-visual media	.436	.112		3.885	.000

Based on the significant value and t value in the table, the significant value is 0.000 < 0.05. It is known that T_{count} 3.885 which is more than T_{table} 2.004. Therefore, it can be concluded that the independent variable affects the dependent variable.

Discussion

The quantitative data indicate that AVM is effective to be applied in teaching vocabulary. AVM has been acknowledged to advantage students' vocabulary learning as it provides an interesting learning (Chandler & Cypher, 1948). Even though AVM was not successful in vocabulary learning (Lail, 2018), this study revealed that 12.5% of the students were in very good category. They could retain the vocabulary learnt better.

The data show that the *t* value is 0.000 < 0.05 indicating that AVM has some effects on students' vocabulary retention. The students' responses in the questionnaire also shows that the students perceive AVM as an enjoyable and interested media which prevent them from feeling bored during the lessons. This finding supports Dewi's finding (2017) which stated that AVM promote attractive vocabulary learning. Previously, Hamalik (1989) and Farmasari et al. (2021) had highlighted that enjoyable media could arouse students' interest and affected their psychology in positive ways. The students also perceived that AVM assisted their vocabulary retention, even with new or unfamiliar words. In the same vein, De Guzman (2017) maintained that AVM can retain when assisted with displayed images, graphics, diagrams or stories. Learning through vision (visual) as well as hearing (audio) can accelerate the absorption of students in understanding as well as stimulate students' engagement to the lessons.

CONCLUSSION

The study findings indicate that AVM has significant effects on the students' vocabulary retention. The null hypothesis (Ho) which states that "there is no significant effect of using audio-visual media on student's vocabulary retention" is rejected. The students' responses to the questionnaire items also supported the quantitative data. The study suggests that AVM, with interesting images, graphics or diagrams can be used to assist students' vocabulary retention as those visuals may provide useful clues of the vocabulary learnt. However, this study was limited to AVM used for teenage students. It would be significant to investigate whether AVM work the same way or even better to younger or adult learners.

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THE ANALYSIS OF GOOGLE TRANSLATE ACCURACY IN TRANSLATING PROCEDURAL AND NARRATIVE TEXT

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Abstract: Translation is an activity to interpret a text from one language to another language without changing the content of the translated text. The objectives this research is: (1) to find out the accuracy of Google Translate in translating Procedural Text and Narrative Text and (2) to investigate which of the two text is translated more accurately comparing to the other text. This research uses descriptive qualitative method. There was one text for each text type, that is procedure text entitled "How to Make Special Fried Sandwich" wad divided into 31 sentences, and narrative text entitled "Surabaya" was divided into 20 sentences. The data using the accuracy rating assessment which consist of three categories that is accurate, less accurate, and not accurate. The researcher took three raters in evaluating the output of Google Translate. The result shows that the accuracy of Google translate in translating procedure text is accurate with average value of 79.57%, less accurate is 24.19%, and not accurate is 12.9%. And narrative text is accurate with average value of 86%, less accurate is 12.5%, and not accurate is 1.5%. It can be concluded that Google translate is more accurate in translating narrative text with 86%, whereas the procedure text is 79.57%.

INTRODUCTION

Translation is an activity to interpret a text from one language to another language without changing the content of the translated text. Translation activities deal with the transfer of words from the source language into the target language, and also the transfer of a message from the source language into the target language.

Translation in Indonesian is used by general society, such as, students at school or university, teacher/lecture, employee, etc., translate the sentence or text from a book, magazine, or anything. Translation can be done in various ways to produce translations result, one of them by using translation machine, and one of the translator machines widely used is Google Translate, this translator machine is also called as GT.

Google Translate (hence called GT) is a service provided by Google incorporation to translate text from one language into another. GT can translate into dozens of languages in the world, also easy to use, does not waste a lot of time, and can be accessed by smartphone and similar technology. Translating using GT can be done in various methods. There are some features provided by GT to make it easier for translators to produce translations quickly without wasting a lot of time.

However, there are some people worrying about the results of their translation using GT. It is because the accuracy of the translation results between the source text and the target text is not known. In translation activity, there are some things that need to be considered to get the accuracy between source language and target language especially using Google Translate, that is the word choice is very important to make the translation result are not read

ambiguous. Also, the translation results by using GT are sometimes not accurate because the text has different structure, grammatical, lexical, situation, and types.

According to Mark and Kathy (1997:1), there are two main categories of texts based on the purpose of the writer, literary, and factual texts. Literary includes narrative, poetry, and drama. Factual include are recount, explanation discussion, information report, exposition, procedure, and response. Translation generally faces a lot of problems in translating the text by most people because the text has various types and has its own characteristics. And in this research, the researcher chooses two types of text that is procedures, and narratives.

The researcher chooses the procedure text as the object of this research is because procedure text is a series of activities or procedures for actions that must be carried out in the same way, in order to get results in accordance with the objectives to be achieved. The function of a procedural text is generally to assist someone in understanding the procedure correctly and precisely, so that the expected goals can be achieved efficiently and effectively. The other text chosen by the researcher is narrative text as the object of this research is because narrative text uses past tense which explains the past, but there is another texts also use the past tense, that is recount text. Narrative text has a function to tell a story that has a chronological sequence of events that are interconnected. The purpose of narrative text is to entertain the readers.

Based on the problem, the researcher is concerned to investigate the accuracy of the texts in translating by using GT that is procedural and narrative text. This research want to see the accuracy of the translation results of the texts using GT.

RESEARCH METHOD

This research uses descriptive qualitative. The descriptive qualitative method is used to investigate the accuracy of GT to process different text types. The use of number and statistics in this research are just to support the analysis. The source of data is procedure and narrative text taken from various websites and will translate using "GT".

The data of this study was collected by the researcher provides 1 text of procedure in English which entitled "how to make special fried sandwich" and 1 text of narrative in English entitled "Surabaya". The researchers analyzed the data through some steps. First, the researcher translated the text which collected into Indonesian by using GT. Second, identified the accuracy of translation result based on the criteria of accuracy. The criteria of accuracy by using the theory from Nababan, that is scale end definition translation quality assessment (Accuracy Rating Assessment). Third, the researcher described the percentage of translation accuracy assessment used formula by Sudjana (2010), then calculated the mean score. Last step is drawing the conclusion.

FINDING AND DISCUSSION
Finding

There are two texts selected for each type of text, which are used to analyze the accuracy. And three raters analyzed the text, and the data was analyzed using the Accuracy Rating Assessment by Nababan.

1. Procedure text

The text entitled "How to Make Special Fried Sandwich" consist of 216 words, thus the text was divided into 31 sentences and translated into Indonesian using GT. The overall results is in the table below:

Table 1. Raters Assessment for Procedure Text

Category	Rater I	Rater II	Rater III	Mean Score
Accurate	77.42 %	80.65 %	80.65%	79.57 %
Less Accurate	22.58 %	12.90 %	12.90 %	24.19 %
Not Accurate	0 %	6.45	6.45	12.9 %

2. Narrative text

The text entitled "Surabaya" consist of 226 words, thus text was divided into 20 sentences and translated by GT. The overall results is in the table below:

Table 1. Raters Assessment for Procedure Text

Category	Rater I	Rater II	Rater III	Mean Score
Accurate	95 %	80 %	85 %	86 %
Less Accurate	5 %	10 %	10 %	12.5 %
Not Accurate	0%	10 %	5 %	1.5 %

Discussion

According to the translation result by GT had analyzed by three raters, the example of the sentence which categorized as accurate, less accurate, and not accurate, could be seen from the example below:

1. Accurate
    1. Accurate sentence in procedure text
    Here is the example of accurate sentence in procedure text:

    SL :*Sprinkle the surface of the bread with flour.*
    TL :*Taburi permukaan roti dengan tepung.*

    The word *"sprinkle"* in SL into *"taburi"* in TL is accurate translation. In fact, if it is translated word for word by GT the meaning is *"percik",* the same as the meaning in the dictionary too. Then, from the sentence above GT results commensurate with the context discussed in the sentence.

    2. Accurate sentence in Narrative text
    Here is the example of accurate sentence in narrative text:

    SL :*The two lived together in a river in a dense forest.*
    TL :*Keduanya tinggal bersama di sungai di hutan lebat.*

    The word is *"dense"* if translated word for word and based on the dictionary means *"padat",* but when translated into a sentence it turns into *"lebat".* In fact, the word "padat" does not describe the condition of a forest, but it is more suitable for describing the human populations, and "lebat" is more suitable for the forest. So, the translation is included in the category of accurate translation.

2. Less Accurate
    1. Less accurate in procedure text
    Here the example of less accurate sentence procedure text :

    SL : *Combine the basil leaves with 3 tablespoons of batter dyers, spread the dyers over your bread.*
    TL :*Campurkan daun kemangi dengan 3 sendok makan adonan pewarna, sebarkan pewarna di atas roti Anda.*

    The word "*spread*" which is translated by GT as "*sebarkan*", on that translation was rated less accurate in the target language. In fact, the word "spread" should be translated into "ratakan".

    2. Less accurate in narrative text
    Here the example of less accurate sentence narrative text:

    SL :*Once upon a time, Baya went down to the river in search of food close to Sura.*
    TL :*Suatu ketika, Baya pergi kesungai untuk mencari makanan di dekat Sura.*

    The words *"went down''* which means *"turun",* but in translating result by GT is *"pergi".* In fact, the word "*down*" if interpreted word for word means "*turun*", it also

has the same meaning as the word "**bawah**". It is less accurate because the meaning has deviated and it is not suitable with the context.

3. Not Accurate
    1. Not accurate sentence in procedure text

        Here the example of not accurate sentence in procedure text:

        > SL : Let it in a few minutes in the freezer.
        > TL :Biarkan dalam beberapa menit di dalam freezer

        Thus the sentence is considered not accurate by the rater because the sentence structure is irregular. The correct translation is *"Biarkan beberapa menit di dalam freezer"*.

    2. Not accurate in narrative text

        Here the example of not accurate sentence in narrative text:

        > SL : This caught the attention of many people and watched thefight.
        > TL :Ini menarik banyak perhatian banyak orang dan menyaksikan pertarungan.

        The correct translation according to the rater is "*Perkelahian ini menarik banyak perhatian orang dan mereka menyaksikan pertarungan*". Therefore, the sentence is not accurate.

    From the explanation, the result of the translation by using GT in translating two different types of text and different accuracy results. It was concluded that, GT is more accurate in translating narrative text than procedure text.

CONCLUSION

Based on the finding and discussion, the accuracy of GT in translating Procedure Text, show the results as accurate with an average value of 79.57%, less accurate is 24.19%, and not accurate is 12.9%. For Narrative Text, show the results as accurate with an average value of 86 %, less accurate is 12.5 %, and not accurate is 1.5 %. And from that results, between procedure text and narrative text, it is concluded that GT is more accurate in translating narrative text with 86 %, whereas the procedure text is 79.57 %.

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AN ANALYSIS OF ADJACENCY PAIRS IN SPEAKING CLASS AT CEC KAMPOENG PARE MATARAM 2022

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Abstract: This study aimed at finding and analyzing the types of Adjacency Pairs and their preference structures used by a teacher and students in speaking class. This study used a descriptive research method using changing observer. The sample included teacher and students of 2nd Level speaking class at Cake English Course (CEC) Kampoeng Pare Mataram. The data were collected using video recording then transcribed to be analyzed. The study shows that there are eleven types of adjacency pairs and seven of their preference structures discovered in teaching learning process. The first type is question – answer in which its preference structure is expected as preferred response and unexpected as unpreferred one. The second type is request – acceptance/rejection which acceptance is as preferred and rejection as unpreferred response of its preference structure. The next type is apology – acceptance/refusal in which both preferred and unpreferred occurred as preference structures in this type. Then, complaint – apology/denial was found in which its preference structure is preferred and unpreferred. Furthermore, invitation – acceptance in which its acceptance response is known as preferred response in preference structure. Lastly, suggestion – disagreement and offer – rejection, each of this pair has its preference structure in formed of unpreferred. However, announcement – acknowledgment, greeting – greeting, summon – answer and closing – closing adjacency pairs also occurred in this study, yet their preference structure does not exist.

Keywords: analysis, adjacency pairs, speaking class, CEC: Cake English Course

INTRODUCTION

Language is one of the important parts of human's life. Without language, humans will face a lot of difficulties in their communication. Therefore, there will be no interaction among people. In language, discourse is divided into two categories, the written and spoken. Written language displays a synoptic view that describes its universe as a product rather than a process. The spoken language, on the other hand, presents a dynamic view that defines its universe primarily as a process, encoding it not as a structure but as construction or demolition (Halliday, 1979: 97).

One function of language is for communication. People who live in society need to interact with another one because they live socially. This means that social interaction requires the production of utterance. To participate in verbal exchange, both speaker and listener who are involved in conversations need knowledge and abilities which go significantly beyond the grammatical competence in which they are required to decode messages.

Generally, in exchanging verbal communication, people usually do it through conversation. Conversation means people are talking to each other for the purpose of talking, or to indicate some activities of interactive talk, independent of its purpose (Paul, 2000:4). Some purposes of making conversation are to have a lot of friends, exchange information, and even to harm each other. In doing conversation, it is usually preceded by an organized manner. An utterance has to be responded by another speaker when it is produced by a certain speaker.

In conversation, interactions between two or more characters will be found. For example, the first speaker asks the second speaker and the second speaker answers it and this is known as *adjacency pairs.* Adjacency pairs can be defined as the automatic sequence which occurs in conversation when two speakers are doing interaction (Yule 1996:77). The variety of adjacency pairs will depend on the situation, purposes, and participants of the conversation. Adjacency pairs' knowledge may enable the writer to conduct some studies. Adjacency pairs have important roles as the framework of conversation. In particular stage and context, adjacency pairs are important to establish an utterance of a particular part, for instance "hello" can have different functions in conversation, it can be a greeting, a summon or an answer of summon (Levinson,1983:310). Therefore, the appropriate analysis in conversation may be done through Conversation Analysis (CA). The expression of "conversation analysis" as a broad term, it can show any study of people talking together, oral communication or language use (Paul 2000:5).

Class activity is one of the places or activities where the conversation always happens among the teacher and students or students with other students. Moreover, speaking class tends to make the students active in talking, whether in the form of discussing in a group or just between two people. Brown (2000: 63) explained that the student course book should be designed in specific language and pre-scripted conversation to help them more active in speaking. In addition, Nunan (2003: 49) stated that students have been taught for many years in speaking class by having them repeat sentences and recite and memorize the textbook dialogue. He added that this way aimed the learner to speak and practice their structural grammar then later using them in conversation.

Regarding information above, this study was conducted under the title *An Analysis of Adjacency Pairs in Speaking Class at CEC Kampoeng Pare Mataram.* It is believed that adjacency pairs as part of communication would automatically be used in speaking class at CEC Kampoeng Pare Mataram. There are two main general reasons why adjacency pairs would be automatically used in speaking class at CEC Kampoeng Pare Mataram. First, CEC Kampoeng Pare Mataram implements a full English system or they call it an English area where no one is allowed to use Bahasa Indonesia. If one tries to speak Bahasa Indonesia, he/she will be punished depending on what level of mistakes. Normally, for the first step, the fine paid is one thousand per word, meanwhile the second step is three thousand per word. Second, students are trained to use full English in speaking class at CEC Kampoeng Pare Mataram.

RESEARCH METHOD

This study employed a descriptive qualitative approach to investigate how teachers and students responded to specific utterances. The population of this study consisted of a teacher and fifteen students from CEC Kampoeng Pare Mataram which is one of the largest English course institutions in West Nusa Tenggara..

The data in this study were collected through filming the conversation between the teacher and the students in speaking class and also note taking in order to avoid some unclear sounds from the tools of recording. The data which had been collected were analyzed through several stages: transcription process, identifying and classifying, data reduction, data display, and conclusion drawing and verification.

The transcription was the process of transcribing the recording into written form so that the data was non-verbal action. Then, after having the extracted from the transcribed result, the data was identified and classified based on the theory of adjacency pairs. Next, the data was reduced through the optional process of writing summaries, coding, teasing out themes, making clusters, making partitions, and writing memos.

Furthermore, it was designed the display to assemble organized information to ease accessible and compact form so it could be seen what was happening either to draw justified

conclusions in a row and column of a matrix. Lastly, each adjacency pairs and its preference structure described to get more exploration of the research and relate it to a relevant theory or the previous study and verified the items through confirmation, revising, and repeating in a same or different way.

FINDINGS AND DISCUSSIONS
Findings
There were eleven out of sixteen types of adjacency pairs discovered in the speaking class interaction between the teacher and the students and seven of them occurred as their preference structure. The followings are the presented data.

1. Question – answer (expected/ unexpected)
These pair parts are the most used in the conversation. The preference structures of these pairs are both preferred and unpreferred.

> **Extract 2**
> Teacher   : How are you today?
> Students   : I'm good.
> **Extract 6**
> Teacher   : Are you ready with the content?
> Ferdi   : Yes, but I have to take it first because I left it on my motorcycle.

Extract 2 shows that the teacher asked the students about their condition. He asked the students about their nature, whether they were in good health or not. The students answered that they were in good health. Extract 6 showed that the teacher asked about the content of the speech to one of the students who wanted to come up with his speech in front of his friend, whether he was ready or not. Unfortunately, he was not ready because he left it in his motorcycle. Yule (1996:81) stated that when second pair part expresses doubt, it is known as unpreferred response. Extract 6, the second pair part expressed doubt *"Yes, but I have to take it first because I left it on my motorcycle."*

Types of adjacency pairs	Extract	Utterance	Preference structure
Question – answer	Extract 2	***I'm good.***	Preferred (expected)
	Extract 6	***Yes, but I have to take it first because I left it on my motorcycle.***	unpreferred (unexpected)

2. Request – acceptance/rejection
This case can be seen in this following extract, the request pairs existed forty-six times in the conversation being analyzed. This pair was the second most used in this study.

> **Extract 2**(appendix 3)
> Teacher   : Before we start this meeting, let's open our class by praying "basmalah" together
> Students   : Bismillahirrahmanirrahim
> **Extract 52**(appendix 3)
> Teacher   : Ok. Next, Ms. Ayudeta
> Ayudita   : *Ayudita Mr. not Ayudeta*

Extract 2 shows that the request was accepted by the students which meant the preference structure of this extract was preferred. Acceptance tended to be preferred response (Levinson,1983:304). It can be seen when student recited *"Bismillahirrahmanirrahim"* as the marked of the request acceptance. However, extract 52 showed that the first pair part was rejected by the second speaker. It is shown from her answer which complaint her name *"Ayudita Mr. not Ayudeta"* which means this pairs preference structure was unpreferred. Refusal is known as unpreferred (Levinson,1983:304).

Types of adjacency pairs	Extract	Utterance	Preference structure
Request – acceptance/rejection	Extract 2	Bismillahirrahmanirrahim	Preferred (acceptance)
	Extract 52	*Ayudita Mr. not Ayudeta*	unpreferred (rejection)

3. Announcement – acknowledgement

One of the adjacency pairs was an announcement. Simply, an announcement means giving some information or it is a way of telling people about something, which the second pair of this type is called acknowledgment or response. Here is the extract example of this pair

Extract 13
Teacher   : Ok, that's enough for tonight, let's continue our material. Thank you to Ms. Vira and Mr. Ferdi.
Ferdi & Vira : *Anytime sir.*

In Extract 13, the teacher gave an information about how he would continue his material and it was enough to do a speech as an ice breaker. It was responded with acknowledgement.

Types of adjacency pairs	Extract	Utterance	Preference structure
Announcement – acknowledgement	Extract 13	*Anytime sir.*	-

4. Apology –acceptance/refusal

There were only three apology pairs which were found in the data. Two of them were accepted and one was refused. Therefore, both preferred and unpreferred as its preference structures appeared in this pair. Below are the examples of this pairs.

Extract 29
Teacher   : Oh, sorry only 2. A night, one night only two people.
Nathan   : *No worry, sir.*
Extract 64
Teacher   : Sorry. It was my bad, it was my bad.
Ayudita   : *Eee, mr this...*

The three extracts above showed that the teacher initiated the apology pairs. In Extract 29, the teacher apologized because there was wrong information given to the students. Then, the student's response was an acceptance. Next, extract 64 was the opposite of the previous extract because the student gave a denial response to the teacher which wrongly mentioned her student's name.

Types of adjacency pairs	Extract	Utterance	Preference structure
Apology – acceptance/refusal	Extract 29	*No worry, sir.*	Preferred (Acceptance)
	Extract 64	*Eee,mr this...*	Dispreferred (Refusal)

5. Complaint – apology/denial

Complaint occurred in the form of a statement in which someone expresses dissatisfaction with something or situation to a person's action (Goddard, 2011:177). In Extract 33 and 63, the example of this pair was responded by an apology *(preferred)* and denial *(unpreferred)*.

> ### Extract 33
> Nisfa   : No, you can't change your mind.
> Vira   : *But I am pity on her*
> *Extract 63*
> Ayudita   : Ayudita Mr. not Ayudeta
> Teacher   : *Sorry.* It was my bad, it was my bad.

In the extract 33 and 63, the complaint pairs were initiated by the students. Extract 33 showed that Nisfa complained about why Vira changed her mind; she was opposed to Vira's decision. However, Vira denied Nisfa's compliment because she pitied her friend. Meanwhile, in Extract 63, Ayudita complained to her teacher because he mispronounced her name. The teacher responded by apologizing to his students.

Types of adjacency pairs	Extract	Utterance	Preference structure
Complaint – apology/denial	Extract 33	*But I am pity on her*	unpreferred (denial)
	Extract 63	*Sorry.* It was my bad, it was my bad.	Preferred (Apology)

6. Invitation – acceptance

Tracy (2002:15) explained that different acts can occur in some adjacency pairs, one of them is invitations which can be refused or accepted. Below are the instances of the invitation pairs.

> ### Extract 12
> Teacher   : So, for the next speaker…please welcome to Mr. Ferdi, time and stage are yours. Give applause.
> Ferdi   : Ok. (Comes up and He delivers her speech to the end).

Extracts 12 presented that the teacher invited the students to come forward to deliver their speech in front of the audiences. Their response was acceptance, it can be seen when they came and delivered their speech. Acceptance tended to be preferred response (Levinson,1983:304).

Types of adjacency pairs	Extract	Utterance	Preference structure
Invitation – acceptance	Extract 12	*Ok. (Comes up and He delivers her speech to the end).*	Preferred (expected)

7. Suggestion – disagreement

The appearance of suggestion was only one pair. Suggestion is something that a person says which implies that something happened. Extract 15 is the example of this pair.

> ### Extract 15
> Nathan   : Ihan. Ihan. Ihan please, you are the next idol.
> Ihan   : *No, I don't want* (threatens to hit, it can be seen from the hand that is in stock).

In Extract 15, Nathan suggested Ms. Ihan became the next idol. Idol here means the next speaker to do a speech. He suggested her to the teacher so that the teacher will select her after the speaker that day. However, Ihan responded with a disagreement. Cutting (2002:30) explained that the responses of unpreferred tend to be refusal and disagreement.

Types of adjacency pairs	Extract	Utterance	Preference structure
Suggestion – disagreement	Extract 15	*No, I don't want*	unpreferred (disagreement)

8. Offer – Refusal

This type might be answered by an acceptance which indicates the offer is accepted. In contrast, refusal indicates that the offer is refused. However, the offer pair was responded by refusal. Cutting (2002:30) explained that the responses of unpreferred tend to be refusal and disagreement.

Extract 36
Teacher   : Maybe Mr. Fandi you can choose Mr. Nathan for the next speaker.
Nathan   : No, I mean I will come up with them together sir.

In extract 36, the teacher offered Mr. Fandi (the student) to choose Mr. Nathan as the next speaker to convey his speech after him. Nathan responded to the offering by refusing. He did not mean to come forward after Mr. Fandi but he wanted to come up together at one time. Yule (1996:81) stated that words such "No, I guess not, not possible" are the way to do unpreferred response.

Types of adjacency pairs	Extract	Utterance	Preference structure
Offer – refusal	Extract 36	No, I mean I will come up with them together sir.	unpreferred (Refusal)

9. Greeting – greeting

Conversation is usually begun by greeting. Greeting also might be gestures or smiles. In extract 1, the teacher greeted the students. The students responded by saying "*hello.*"

Extract 1
Teacher   : Well, hello everyone.
Students   : *Hello sir.*

Types of adjacency pairs	Extract	Utterance	Preference structure
Greeting – greeting	Extract 1	*Hello sir.*	-

10. Summon – answer

Schegloff (1972) in Levinson (1983) suggested that the ring of telephone may take place in adjacency pairs as well. The response of this type is an answer. He added that Summons – Answer sequences are minimally consisting of three turn sequences.

Extract 19
Teacher   : **Ms. Ihan?**   (Summons)
Ihan   : Ya?   (Answer)
Teacher   : Are you ready with that?   (Reason for summons)

Extract 19 shows that the teacher tried to call one of the students *(Ms. Ihan)* in order to ensure she listened to her friends who selected her become the next speaker. Yet, she looked confused because she did not really understand what was being talked about in the class. Then, the teacher told her by questioning her whether or not she was ready to come forward and became the next speaker.

11. Closing – closing

This closing pair was proposed by the teacher only. The teacher thought that the meeting of that class was enough for that day. See the extract 132 below as the example of this pair.

> ***Extract 132***
> Teacher   : See you.
> Students   : *See you sir.*

Extract 132 shows that the teacher wanted to end the class because the time was up. The teacher ended the class by saying the closing pairs. All the students responded with the same utterance *"See you"*.

Types of adjacency pairs	Extract	Utterance	Preference structure
Closing – closing	Extract 132	**"See you".**	-

Discussion

Based on findings above, these types of adjacency pairs and their preference structure were discovered in various sections of the speaking class. ***Question – answer pair*** was considered as the most common pairs discovered in the conversation. This pair had two responses in its preference structure: Expected was known as preferred and unexpected was unpreferred (Mey 2004:152). *Question – expected* refers to a pair that one of the conversation participants used a preferred part through responding to the question. As the first participant inquired "*can I start?*" and the second participant answered *"yes, you can"*. On the other hand, this adjacency pairs type did not only consist of the expected responses but also the unexpected. Usually *Question - unexpected* happened when the second speaker of the conversation used unpreferred form to answer the question, such as when the first speaker asked *"Why do you want to bring your phone"* and it was responded with ***"I don't memorize my speech sir."***

Request – Acceptance and Rejection can be regarded as when first part makes a request or an offer, structurally the second part will expect acceptance or refusal. This structure is called as preference (Yule, 1996: 79). First, ***request – acceptance*** means someone (the speaker) is attempting someone else (hearer) to do something which the second pair can respond to with acceptance (Goddard, 2011:136). According to the extract findings, the teachers asked the students to do what he said and he also gave the students an opportunity to ask the other students or even the teacher himself-do something. For example, *"Ms. Vira please choose one. One of your friends. The girl, the girl"* and the second part which was the student of the speaking class accept the teacher request by choosing one of her friends ***"Ihan".*** This acceptance called as preferred response (Levinson,1983:304) ***Question – rejection*** refers to the utterance of second part which tend to refuse or reject the first part. The extract on the finding showed when the teacher asked ***"Next, one sentence"*** but the second part which was the student reject it by saying *"I don't know"* she definitely did not know how to make sentence. Yule (1996:81) stated that word "I don't know" considered as a way to do dispreferred response because it expresses a doubt.

Announcement – Acknowledgment refers to the way first pair part gives some information or it is a way of telling people about something to the second pair part, which the second pair of this type is called acknowledgment or response (Flowerdew: 2013:121). This pair was the third most used in the conversation analyzed. Based on the extract which discovered on the data, it showed the first speaker which was the teacher gave the announcement *"Ok, that's enough for tonight, let's continue our material. Thank you to Ms. Vira and Mr. Ferdi"* but the second part responded it by acknowledgement "Anytime sir".

In ***Complaint – Apology and Denial***, Goddard (2011:177) said that Complaint occurs in the form of a statement in which someone expresses dissatisfaction with something or situation to person's action. However, to respond the complaint is a denial or apology which indicates regretful. *Complaint – apology* can be seen on finding extract such as when the first part said "Ayudita Mr. not Ayudeta" she tried to complain about her name was wrongly mentioned, and second part answered it by an apology by saying *"Sorry. It was my bad, it was my bad"*. When second speaker did an apology of first speaker's complaint was known as preferred response (Mey: 2004). Meanwhile, *Complaint – denial* existed in this data, which meant the unpreferred response of preference structure was discovered in this adjacency pair. Cutting (2002:30) explained that the responses of unpreferred tend to be refusal and disagreement. For example, first part complaint about the second part statement and she who was the first speaker said *"No, you can't change your mind"*. However, second speaker denied as stated by *"But I am pity on her"*.

Apology – Acceptance and Refusal means that when someone does something wrong, they have to apologize to someone else. Apology also can occur before someone makes some imposition. This type can be responded by an acceptance and refusal (Goddard, 2011:155). *Apology – Acceptance* refers to the second speaker emphasized an acceptance when the first speaker did an apology is known as preferred response. This extract as evidence. *"Oh, sorry only 2. A night, one night only two people."* First speaker tried to apologize because due to wrong in providing information, but the second speaker did not mind that and answered with an acceptance *"No worry, sir."*. Otherwise, *Apology – Refusal* means that the second speaker emphasized more on the unpreferred response due to the first speaker's mistakes. Levinson (1983:304) stated that refusal tends to be characteristic of unpreferred response. The example of this type such as this extract *"Sorry. It was my bad, it was my bad."*. The first pair part tried to apologize to the second pair part one but the second part which was the student refused that apologize by stating *"Eee, mr this..."*. Yule (1996:81) stated that "eee, oh, well, er, em" is one of the ways to do unpreferred response".

In ***Invitation – Acceptance***, invitation is when someone else asks to come to an event, whether it is in written or spoken form request. Tracy (2002:15) explained that different acts can occur in some adjacency pairs, one of them is invitations which can be refused or accepted. However, the findings only showed that this pair was responded by acceptance. As it can be seen in the example of the extract *"Ok then. Now, please welcome to Ms. Vira, time and stage are yours. Give applause."*. The first part asked to Vira which was the student of speaking class delivered her speech in front of audiences *(the other member of speaking class)* and it was responded by the act of *"(Coming up and standing up), can I start?"*. This showed that she was ready to come and speech in front of her friends. This acceptance was known as preferred response as well (Cutting, 2002:30).

Greeting – Greeting is another of the most common adjacency pairs in which the same word or phrase is conveyed: *"Hi"* answered *"Hello"* or *"Good morning"* answered *"Good morning"*. This type was discovered in the seventh findings above in which the teacher as the first pair part said *"Well, hello everyone…"* and students answered with greeting as well *"Hello sir"*. Yule (1996:77) considered that **"hello, hi, and good morning"** as automatic patterns of greeting pair in conversation.

Summon – Answer refers to utterance which orders someone to come to or be present at a specific place. Levinson (1983:310) stated that summon – answer patterns are components of (at least) three-turn sequences, as illustrated in the findings extract *"Ms. Ihan?"* when first speaker asked then second speaker answered it by question *"Ya?"* then the first speaker asked a question **"*Are you ready with that?"*.** The common use of question components in second speaker (such as What? What is it? Yeah?) demonstrates the three-part structure (Levinson 1983:81). It is assumed that this situation usually happened when the second speaker was in classroom but she daydreamed in the classroom. So, when the first speaker asked something the second speaker will ask back by saying what Levinson (1983) mentioned (such as What? What is it? Yeah?).

*In **Suggestion – Disagreement,*** suggestion is something that a person says which implies that something happened. Speaker (person) might distance himself or herself from any idea that she or he personally wants the receiver (someone else) to do it, and the receiver is free to acknowledge what she or he wishes (Goddard, 2011:147). Based on the findings above, suggestion pair was responded by disagreement in which the disagreement or refusal responses tend to be unpreferred. As it is shown on extract *"Ihan. Ihan. Ihan please, you are the next idol",* the first pair part which was the student suggest to the teacher to choose Ihan as the next speaker, yet Ihan was responded by disagreement *"No, I don't want (threatens to hit, it can be seen from the hand that is in stock)."* Yule (1996:81) stated that words such "No, I guess not, not possible" are the way to do unpreferred response.

Offer – Refusal refers to goods or services which someone said by utterances and given to someone else. This type might be answered by an acceptance which indicates the offer is accepted. In contrast, refusal indicates the offer is refused. However, the findings discovered the answer of this type was refusal in which, refusal response tends to be unpreferred (Cutting, 2002:30). This case can be found on extract *"Maybe Mr. Fandi you can choose Mr. Nathan for the next speaker.".* The teacher offered Fandi which was one of the students in speaking class to select Natha also the student in that class to come forward after him. However, Nathan as the second part of conversation refused the offering from the teacher by saying *"No, I mean I will come up with them together sir."* Words such "No, I guess not, not possible" are the way to do unpreferred response (Yule 1996:81).

The last findings were ***Closing – Closing pairs.*** Levinson (1983:316) stated that closing is the utterances which aim to end or shut down the conversation. The second pair of this type is closing as well. For example, when the first speaker said *"Good bye",* second speaker answered *"Good bye".* This type was found in the eleventh of the findings, where the teacher ended the class by saying *"See you."* and the student answered *"See you sir."* as well. Levinson (1983:316) stated that "Bye, Good bye, and See you" are words used in order to end a meeting.

CONCLUSION

The pair types discussed are: Question – answer, Request – Acceptance /Rejection, Announcement – acknowledgment, Complaint – Apology/Denial, Apology – acceptance/refusal, Invitation – Acceptance, Greeting – Greeting, Summon – Answer, Suggestion – Disagreement, Offer – Rejection, Closing – Closing. The preference structure occurred in seven types of adjacency pairs: Question – answer, Request – Acceptance /Rejection, Complaint – Apology/Denial, Apology – acceptance/refusal, Invitation – Acceptance, Suggestion – Disagreement, Offer – Rejection.

There are three of the adjacency pairs which have preference structure are absent from the analysis: assessment – agreement/disagreement, blame – denial/admission, and compliment – acceptance/ rejection. There are 92 preferred responses which occur from five types of adjacency pairs: question – expected, request – acceptance, apology – acceptance, complaint – apology, and invitation acceptance. unpreferred responses occur twenty-one times from six

types of adjacency pairs: question – unexpected, request – refusal, apology – refusal, complaint – denial, suggestion – disagreement, and offer – rejection.

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STUDENT-TEACHERS' PERSPECTIVES ABOUT INNOVATION IN ENGLISH LANGUAGE TEACHING (ELT) FOR ONLINE LEARNING

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Abstract: The impact of the corona virus pandemic (Covid-19) is now increasingly felt in the field of education, especially the change in teaching and learning modes, from offline learning to online. The online learning mode naturally brings uncomfortable adaptations among educators and students. Adaptation can relate to the literacy and competence of teachers in using online learning platforms and students' familiarity with online learning systems. This study aims at identifying and describing the students' perspective on innovation in English language teaching (ELT) during the online learning. This study is a case study at 6th semester in English Education Study Program of Mataram University. This study uses qualitative methods and data collection techniques in this study are questionnaire and interview.

INTRODUCTION

Nowadays, there are many countries all around the world facethe coronavirus pandemics, and the rest of the world looks overwhelmed by the speed with which it is spreading and the hefty sights. In just a few months after the outbreak of this disease, it dramatically changed the world's lifestyle with billions of people forced to stay at home, self-isolate and work and study from home (Onyema, 2020). The impact of the corona virus pandemics (Covid-19) is now increasingly felt in the field of education, especially the change in teaching and learning modes, from offline learning to online learning. The online learning mode naturally brings uncomfortable adaptations among educators and students. Adaptation that is not easy can relate to the literacy and competence of teachers in using online learning platforms and students' familiarity with online learningsystems.

If we see and feel learning today, interaction between students and teachers does occur but through virtual, by utilizing technology as a learning medium to improve the teaching and learning process through distance learning by using communication media platforms such as whatsapp, google classroom, email, telegram, google form, zoom, google meet, webex meet and others (Indiani, 2020). Those are the applications that can bring together lecturers and students virtually so that the teaching and learning process can be conveyed properly. Online learning activities that take place in real time make educators choose the right application for continuous learning (Maulah et al., 2020).

Through the implementation of the distance learning policy, it is hoped that the world of education can still run amidst the pandemic. Situations and conditions may not be conducive, but learning activities can be done anywhere. Problems that arise during the implementation of online learning might cause online learning at home experienced by students ineffective. Problems that occur include the lack of a network, data packages (internet quota), the availability of learning devices (laptops, smartphones), home atmosphere and an unsupportive environment that also determines the effectiveness of online learning. The biggest difficulty

experienced by students is the level of understanding of the material, because each student's learning style affects the level of understanding of learning materials (Maulah et al., 2020).

In addition, learning material should be designed as well as possible to make it interesting, intelligible, and easily accepted by the students. Learning material is knowledge conveyed to students in accordance with learning objectives. Not only for students, with conditions during the COVID-19 pandemics but for lecturers who are also required to prepare various new and creative learning strategies in online learning. For example, lecturers create creative video content as teaching materials. In this case, the lecturer is more persuasive because it makes students more interested in the material provided by the lecturer through creative videos. Students will certainly be able to understand what is explained by the lecturer through creative videos made by the lecturer. So that with the application of this home learning model, students do not feel bored in participating in online learning class. This can also be an example for pre-service teachers (prospective teachers) to understand the context and problems of offline learning to be online, the ability to analyze this learning context will play a very important role in innovation; determination, approach to learning methods and strategies that are relevant to the context of students, classrooms and schools (Farmasari, 2020; Yan et al. 2018). In addition, one's perspective on a context and problem can reflect strategic plans and solutions or projections to overcome problems that arise (Priestley et al., 2015). This is because perspective is one of the important elements of the teacher's cultural context that needs to be considered in making decisions or solutions to a learning problem (Priestley et al., 2017; Farmasari, 2021).

As a prospective teacher, we are not only an expert in delivering material offline (face to face in class), but we can also use the information technological systems to learn. Some obstacles will certainly be encountered in the bold learning process, so that students generally have to find their own solutions to the obstacles they face. Various obstacles that are found during the bold learning process can affect the psychological condition of students, so there need to be solutions to these obstacles, for example the ability to manage the stress they face. This condition is an interesting thing to study considering that this bold learning system is the first time that all students have done simultaneously.

RESEARCH METHOD

This study is a mixed-method study that combines quantitative and qualitative data to answer the research questions. The data were collected from questionnaires and interviews. To analyze the collected data, the researcher uses a scoring and tabulation analysis model, namely data reduction, data presentation, and drawing conclusions. The qualitative data were analyzed thematically based on themes identified in the interview transcripts.

FINDINGS AND DISCUSSION
Findings

The student-teachers' perspectives about innovation on ELT for online learning was predicted by closed questionnaire result and further clarified in the interview. There were 53 students' who gave their response. The questionnaire was given to the students online through google form. The questionnaire consisted of 30 questions. Those questions are related to be an example for pre-service teachers (prospective teachers) to understand the context and problems of offline learning to be online, the ability to analyze this learning contextplays a very important role in innovation; determination, approach to learning methods and strategies that are relevant to the context of students, classrooms and schools (Yan et al. 2018).

Data show that students perceive that the selection of alternative platforms for online learning matters in promoting successful online instructions. The virtual platforms that can be developed include virtual classroom/hybrid learning, interactive learning media, online quizzes

and tests and video conferencing. The virtual classroom/hybrid learning platform consists of Google Classroom, Microsoft Teams, Edmodo, Moodle and Schoology. Interactive learning media include macromedia flash, learning videos, and interactive ppt. Meanwhile, the online quizzes and test platforms include quizzes, Google forms, Microsoft forms. In addition, video conferences that can be accessed for the learning process and community service activities include Zoom, Teams, Meet, Webex, and WhatsApp Video Call. So that the steps for selecting media in the current pandemic are the need for strategies, namely 1) looking at the characteristics of students before developing technology or innovative methods and learning media, 2) designing appropriate and interesting materials to strengthen students' interest and motivation to learn, 3) creating creativity and responsiveness regarding the importance of activities, direct interaction with fellow friends, as well as the social environment to strengthen social values and humanities through online media such as videos, youtube and others, 4) motivate students to be more motivated to be creative and innovative so that they do not only get learning media or knowledge from teachers or lecturers only, but can develop and innovate independently. and 5) Learning process is carried out by students actively and fun by creatively developing or using online media and also the use of learning websites that can be accessed on the internet including: Learning House, Google Suite for Education, Ruang Guru Online School, and Zenius.

Further, the study revealed that online learning provided very few opportunities to innovate. Students perceived that ELT online instructions were monotonous. However, this finding was contrary to 39% of the student-teachers who perceive that ELT online learning can be innovative if the lecturers could involve the students in interactive activities and selected supportive online meeting platforms such as the Zoom Premium. This application allows students to work collaboratively in breakout rooms. This 39% students also believed that they would be able to learn about innovation in teaching from their lecturers.

"I can apply this [online learning method] for my future teaching…"(S31).

The student-teachers also believed that upon graduation, they would not only work as English teachers, but they may also be involved in non-teaching professions that require information and technology literacy. On the other hand, the online learning system does not make it easier for students to innovate. This is because from personal experience and seeing peers who study online, most of them tend to be lazy when given an assignment. They also sometimes need help from other people to complete the assignments. The data also indicate that the student-teachers perceived online learning made students dependent on search-machines, especially Google; students copied from google. In addition, when surfing the internet for online learning, they frequently hindered by the poor connection so that the students cannot follow the lesson properly.

Discussion

The online learning policy amidst the covid-19 outbreak is expected to maintain students' learning atmosphere while keeping social distances. The implementation of distance learning has stepped up the education process in the country towards digitalization. Therefore, technology plays a dominant role in the teaching and learning process (Manan, 2017). Online learning requires the help of mobile applications that can be used to access information anywhere and anytime, such as smartphones, tablets, and laptops (Gikas & Grants, 2013).

The study reveals when asked about their perspectives on innovation for ELT online learning, the student-teachers reflected more on the obstacles they experienced when learning virtually. Unstable and lost connection in the middle of the online learning were the main problems voiced, especially those who reside in rural areas. Students have to travel hundreds

of meters to reach higher ground to get a good and clear signal. They often missed online classes due to poor network. This obstacle had decreased their enthusiasm and motivation to learn.

In relation to this obstacle, the student-teachers perceive that creating innovation in ELT online classes is closely related to the use of virtual meeting platforms. They perceived that an innovative teacher is the one with high literacy on information and technology (IT). the student-teachers reflected on their online learning experiences when dealing with online submission of their assignments. They frequently experienced delay when submitting assignments due to their limited IT knowledge and skills. Therefore, they expected that the lecturers could provide tutorials on how to conduct online submissions prior to prompting the assignments.

Further, the study also shows that student-teachers' perspectives on ELT innovation is related to their expectations for creative delivery of the online learning materials. The student-teachers implied that they found difficulties in understanding the materials. The lecturers handed out piles of materials and assignments without proper explanation. The unstable internet connection has also worsened their ability in understanding the materials.

"I often felt asleep during the [online] lessons as I didn't find it interesting"…(S11)

CONCLUSION

The study concludes that the majority of the student-teachers (73.5%) perceived innovation in ELT for online learning is highly required as online instructions require motivating activities. 65.4% of the student-teachers agreed that when the online learning delivered innovatively, they would be able to learn better. The study indicates that the student-teachers' perspectives are closely related to their online learning experiences and some expectations were voiced to turn online learning into interactive and motivating instructions.

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PATTERNS OF GRAMMATICAL ERRORS IN STUDENTS' THESIS

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Abstract: Grammar is badly needed by all thesis writers in order that they can produce good outputs as expected by the English Education Department. Therefore, the study aims to reveal the types of grammatical errors and to identify the most types of grammatical errors in students' thesis. In this research, the researcher employed a descriptive qualitative method. In this study, the researchers only focused on analyzing the grammatical errors in English students' thesis at the University of Mataram using a surface strategy taxonomy. The researchers used a purposive sampling method to gather the data. The data were derived from students' theses submitted between 2018 and 2020. There were a total of 9 theses studied for the purpose. The data were classified into 4 determined categories suggested by the theory of Surface Strategy Taxonomy, i.e. (1) Omission, (2) Addition, (3) Misformation and (4) Misordering. The result of the study shows that the theses under investigation contained the four categories of errors. There were a total number of 275 errors found in students' theses. The most common types of errors were in Misformation (49.81%) and the least one was Misordering (0.72%). Implication of the present study is provided succinctly in the concluding part of this article.

Keywords: grammatical error, error analysis, students' thesis

INTRODUCTION

As the final project of an undergraduate student, a thesis is a compulsory a scientific paper that should contain coherent, logical, and scientific research. It should follow the rules of academic writing strictly. A thesis ideally proposes a theoretical proposition that is able to show unique things related to the theory studied in a particular scientific field, to be later proven through scientific research. As scientific research, a thesis is a planned academic activity in an effort to produce knowledge based on empirical data and/or information that is true, new, and valid, which is based on theories and concepts using scientific research methods. Before conducting research, they receive intensive guidance and supervision from their supervisors to develop their research methods, data collection, analysis techniques, and presentation of results of their research. They are demanded to be able to employ their knowledge and skills in analyzing, describing, and explaining a problem related to the phenomenon they study.

In order that students' theses can be accepted by the English Education Department, they should be grammatically well written in English. At this point, it can be stated that grammar plays an important role to make the written language in the theses meaningful and acceptable. In other words, grammar is vital and inseparable from theses writing process. At this point, it can be restated that grammar is badly needed by all thesis writers in order that they can produce good outputs as expected by the English Education Department.

Although grammar has been taught to the students of the English Education Department for more than 3 semesters, however, students seem to have problems with grammatical errors in their thesis writing. Such errors are still widely found in most of the students' writing products. These errors might be trivial and can be ignored, but they may bring any consequences to the quality of the writing products. This fact indicates that many of the students of the English Education Department face difficulties in writing a thesis. Writing is

considered the most difficult skill, not only it requires a lot of vocabulary in composing a paragraph but also good knowledge of grammar in order easy to understand. Therefore, composing a paragraph in writing activity is the hardest one and it takes a lot of time to think about the idea as argued to what the students do in oral activities.

Generally, students found it problematic dealing with English writing. According to Fitrawati and Safitri (2021), students are often confronted with serious problems of grammatical errors when they are assigned to write assignment such as thesis, journal, proposal, paper, etc. This signifies that grammar is badly needed when students need to write understandable piece of written works. Students who conduct academic writing know this. Although they know that grammar is one of the main ingredients in scientific writing which must be considered and given extra attention, many English learners often neglect it. In general, English Foreign Language (EFL) students still make considerable grammatical errors during writing classes.

Considering the importance of grammar knowledge for thesis writers, this research attempts to investigate possible grammatical problems that students make in their theses. By analyzing their errors, the researchers may learn more deeply about the types of grammatical errors contained in students' theses. With this in mind, the researchers proposes to write a thesis on the analysis of grammatical errors in students' theses submitted to the English Department of FKIP University of Mataram. The objectives of the study are to reveal patterns of grammatical errors and to identify the most common types of errors in students' thesis.

Grammar is an important part of writing skills to produce understandable and correct sentences. It is considered an essential ingredient for students to master when they construct and develop meaningful thoughts. This idea is in line with Crystal's (2006) proposition. It is said that grammar is entirely central to the study of language. With grammar, speakers or writers of any language can make sense of ideas through the construction of sentences.

In order to analyze a students' written language production, it is important to pay attention or look at their sentence constructions. In English as foreign Language (EFL) setting, the commonest phenomena that appeared from their written production are the appearance of mistakes and errors. Mistakes occur in both native and second language as a result of some sort of slip of the tongue, disordered ungrammaticalities, hesitations, or imperfection in process of generating speech and can be approved also corrected by native speakers. Mistakes are related to the lack of performance such as a slip of the tongue, fatigue, and so on. Thus, mistakes deal with the learners' performance errors where the learner knows the system but fails to use it while errors deal with one's systematic competence. In contrast, errors are considered as an anomaly in the language of the learners. According to Dulay, Burt and Krashen (1982), errors are the malformation of the learner in language or writing. They are related to the lack of learners' competence and it cannot be self-corrected.

There are differences between errors and mistakes. Errors are rule-ordered, systematic in nature, internally principled and free from arbitrariness. It represents the learners' underlying knowledge of the target language that is one's transitional competence. Otherwise, mistakes are random deviations and unrelated to any system. It refers to performance of the learner and might happen in the speech and writing like slip of the tongue, slip of the pen, slip of the ear/hearing and false start.

The present study is an attempt to look at students' writing problems using the theory of Error Analysis (EA). The main purpose of Error Analysis is to describe how learning occurs by examining students' learning outcomes which include their correct and incorrect utterances or written products. There are two approaches to the study of students' errors, i.e. Contrastive Analysis (CA) and Error Analysis (EA). Contrastive Analysis (CA) concentrates on understanding the learner's errors by identifying the linguistic differences between the learner's first language and target language while Error Analysis (EA) is concentrated on finding and

grouping the errors for the importance of language teaching. Contrastive Analysis (CA) aims to compare two languages to determine the potential errors and to identify what needs to be learned and what does not. (Lado, Gass & Selinker, as cited in Sena, 2019).

A number of previous studies of grammatical analysis have been performed to analyze grammatical errors phenomena in writing. First, a study was conducted by Sadiah and Royani (2019) entitled *"An Analysis of Grammatical Errors in Students' Writing Descriptive text"*. The results show that 43% of students made errors in Subject Verb Agreement, 19 or 18% in pronoun, 16 or 15% in usages, 13 or 12% in sentence pattern, 9 or 9% in spelling error, and 5 or 5% in capitalization error. The second study entitled *"Grammatical errors Analysis in Students' Recount Text (the case of twelfth year student of SMAN 1 Slawi, Tegal)* was conducted by Haryanto (2007), a student of language and art Faculty Semarang State University. In this study, the researcher found that the total number of errors as many as 235 in which the most common errors in form of verbs. Another previous study was conducted by Emaryana (2010), a students of Tarbiyah and Teachers Training Faculty of Syarif Hidayatullah State Islamic University on the title *"An analysis of grammatical errors in students writing (a case study of first year student of SMAN Cidegud Bogor)*. The result show that 90% of students made errors in capitalization and punctuation.

The previous studies have shown various language errors made English learners in the production of written composition. There were similar difficulties and problems that occurred in their written products due to specific grammatical errors. The previous research studies have also indicated a number of systematic errors that are similar in nature. It can be concluded from these studies that errors have some types of commonalities in English as a foreign language setting. The present study focuses on the errors made by university students in writing their theses. It is an attempt to replicate the previous studies by using a different theoretical perspective, i.e. Surface Strategy Taxonomy Classification (SSTC) to account for the investigated phenomenon. There are a number of concepts used to classify students' errors, i.e., Omission, Addition, Misformation and Misordering. Through this study, the researcher expects to reveal an understanding of error analysis from the SSTC theoretical outlook. The study is also expected to provide future directions for other researchers who want to focus their research on error analysis. The present study aimed to seek the answers to the following research questions: (1) What are the types of grammatical errors in students' thesis at FKIP University of Mataram? (2) What are the most common types of grammatical errors in students' thesis at FKIP University of Mataram?

RESEARCH METHODS

This study used a qualitative descriptive method. This method aimed to describe exactly a phenomenon or problem that the researcher observes. This means that the researchers investigated the patterns of grammatical errors contained in students' thesis. In this relation, a case study was chosen as the research design. The descriptive analysis qualitative method aims to describe or give an overview of an object of research that will be investigated through samples or data that has been collected. In this study, the researchers only focused on analyzing the grammatical errors based on surface strategy taxonomy in English students' thesis at the University of Mataram. Furthermore, three of students' theses of each year from 2018 - 2020 and overall, with the total of 9 theses were analyzed. The data in this research were taken from English students' theses at FKIP University of Mataram and numerical results were in percentages in table and the errors were descriptively interpreted. The researchers used a document analysis as the basis of collecting data. Document analysis is a systematic procedure to evaluate or to review a document (Bowen, 2008). This research was arranged by some procedures of error analysis stated by Ellis & Barkhuizen (cited in Amiri & Puteh, 2017). Firstly, the researcher collected the document data sampling of the students' thesis at FKIP

University of Mataram and took three of the students' theses from the academic year 2018 to 2020. Secondly, the researchers classified the errors into four subcategories referring to surface strategy taxonomy by selecting and identifying the errors that belong to students' thesis. The researcher might find errors in words, clauses, phrases, tenses, verbs and sentences. A sentence may contain one error or more, and then they were analyzed separately. Thirdly, the result of the data was interpreted descriptively by the researcher. Fourthly, the researchers explain the types of errors in students' thesis at FKIP University of Mataram. Finally, the researchers conducted errors evaluation by tabulating the errors to get the percentage of each subcategory. The researchers made a conclusion based on the data that were already being analyzed using the descriptive analysis technique (percentage) to analyze the data. The formula is as follows:

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

P = The Percentage
F = Number of errors
N = Total of errors

FINDINGS AND DISCUSSION
Findings

The study aimed to discover the patterns of grammatical errors in students' thesis based on Surface Strategy Taxonomy. Four theoretical concepts of error analysis were used to capture the data, i.e. Omission, Addition, Misformation, and Misordering. Table 1 below summarizes the result of the study.

Table 1. Errors on Surface Strategy Taxonomy

No	Category of Errors	Number of Errors	Percentage (%)
1.	Omission	87	31.63
2.	Addition	49	17.81
3.	Misformation	137	49.81
4.	Misordering	2	0.72
	TOTAL	275	100

The table shows that the highest errors are found in Misformation category. There were 137 errors out of the total 275 errors (49.81%) in 9 theses. The second category belongs to Omission, i.e. 87 errors out of 275 errors (31.63%). This is followed by the Addition category, which was represented by 49 errors out of 275 errors (17.81%). The last category of errors belongs to Misordering, which is represented by 2 out of 275 errors (0.72%). Each category of these errors was further elaborated in the tables below.

Table 2. Distribution of Omission Errors

No	Sub-type of Errors	Number of Errors	Percentage (%)
1.	Omission of Article	41	14.90
2.	Omission of Auxiliary (to be)	21	7.63
3.	Omission of Preposition	16	5.81
4.	Omission of Clause Marker	7	2.54
5.	Omission of Possessive Pronoun	1	0.36
6.	Omission of Pronoun	1	0.36
	TOTAL	87	31.63

The researchers found that there are 6 types of omission errors in the data. The table 2 above shows that the most common types of errors that appeared in the students' theses

were omission of article with total number of 41 errors (14.90%). The frequent case was that the students did not put the required article that makes their sentences grammatically acceptable. Furthermore, the study revealed that the lowest error found in the theses was the omission type of possessive pronoun and pronoun, in which 1 error is for each category. It can be inferred from these findings that students tended to make omission errors in the theses they wrote.

Findings related to the type of addition errors were also identified in the source of data. The Table 3 below shows that the addition category was placed in the second rank of errors. A detailed explanation is given through the examples below. Below is the summary of the findings.

Table 3. Distribution of Addition Errors

No	Sub-types of Errors	Number of Errors	Percentage (%)
1.	Addition of Article	16	5.81
2.	Addition of Preposition	14	5.09
3.	Addition of Clause Marker	9	3.27
4.	Addition of Plural	4	1.45
5.	Addition of Conjunction	3	1.09
6.	Addition of Verb (ing)	1	0.36
7.	Addition of Pronoun	1	0.36
8.	Addition of verb	1	0.36
	TOTAL	49	17.81

The error of addition is by and large contradictory to the first category mentioned above, i.e., omission. In the addition category, errors were found in the students who put an additional word or phrase in their sentences that are grammatically unnecessary. This causes the appearance of ill-formed sentences. The researchers found that there were 8 sub-types of errors in this category. From the Table 3 above, it can be seen the dominant number of errors were 49 errors (17.81%). The most common type of errors is addition of article (5.81%) while the lowest error is the addition of verb and addition of pronoun (represented by 0.36%).

The Misformation is the third rank of errors in the students' theses. The appearance of these errors indicates that students still have difficulty in determining or using the right words in their theses. Detailed explanation of this error category can be found in Table 4 below.

Table 4. Distribution of Misformation Errors

No	Sub-types of Errors	Number of Errors	Percentage (%)
1.	Misformation of SVA	49	17.81
2.	Misformation of Regularization	40	14.54
3.	Misformation of Word Choice	16	5.81
4.	Misformation of Preposition	14	5.09
5.	Misformation of Auxiliary (to be)	12	4.36
6.	Misformation of Letter	5	1.81
7.	Misformation of Article	1	0.36
	TOTAL	137	49.81

Based on the result of data analysis, the researcher found Misformation errors into 7 sub-types. From the table above, it can be concluded that the highest number of errors was found in the students' thesis in the category Misformation of Subject Verb Agreement (SVA) which constitutes 49 errors of the total number (17.81%). The data show that most of the students had problems with the sentence construction involving Subject Verb Agreement. Out

of the total number of Misformation cases, the lowest one dealt with the use of article which was represented by 1 error (0.36%).

Finally, the least type errors found was Misordering. Out of the total numbers of errors, the category of Misordering was only 2 out of the total 275 errors. The case of Misordering was found in the students' incorrect placement of an item or group of item in sentences. The findings indicate that the type of Misordering error made in the students' theses is relatively insignificant.

DISCUSSION

The present study was intended to answer the two research questions aforementioned. To do so, the researchers analyzed and classified the errors found in students' thesis at FKIP University of Mataram based on Surface Strategy Taxonomy (SST) in the type of *Omission, Addition, Misformation*, and *Misordering.*

The findings pertaining to the first research question were in line with the four theoretical categories proposed by Dulay, Burt, and Krashen (1982). These four categories were *Omission, Addition, Misformation* and *Misordering.* The finding shows that the most types of errors was found in category of Misformation with 137 errors (49.81%). And the second one is Omission with 87 number of errors (31.63%). The next is followed by Addition with the number of errors are 49 errors (17.81%). The last and the lowest one is Misordering with merely 2 errors (0.72). So, the total number of errors found in students' theses at FKIP University of Mataram based on Surface Strategy Taxonomy Classification (SSTC) are 275 errors.

The findings of the second research question show that the most common types of grammatical errors in students' thesis were found in the category of Misformation. The study yields 131 errors (48.69%) regarding Misformation. This was followed by the categories of Omission, Addition, and Misordering. Moreover, the findings also show that the errors made in the students' theses had slightly different ranking orders from the previous studies. Apparently, the study reveals that students' grammatical errors remain unresolved issues. Misformation error was the most predominant problematic issue found in the students' theses.

The results of this study support the theoretical perspective used as the foundation of the current study. Despite some discrepancies, the findings of the present studies show similar route to the previous studies conducted by Emaryana (2010), Haryanto (2007), also Sadiah and Royani (2019). Types of errors made by students show some similarities. This means that errors made by Indonesian students learning English are systematic and predictable. The only difference between the present study and the previous ones lies in percentages of students' errors. Overall, this study supports the relevant previous studies.

CONCLUSION

Based on the discussion of findings posed above, it can be concluded that from four classifications of grammatical errors, the most problematic grammatical errors made students was Misformation. This was represented by high percentage of errors (49.81%). The implication f is that students need to get more exposure to grammar inputs. By having more attention to the teaching of grammar, students could minimalize their errors in writing thesis. When they can recognize kind of grammatical rules in formal written work, they may prevent themselves from making mistakes and develop better written English outcomes.

The aim of this research was to explore university students' errors found in theses. To account for the findings, the study uses theoretical perspective of Surface Strategy Taxonomy Classification (SSTC). The findings show that students developed various types of grammatical errors, and that students' theses by and large contain quite significant numbers of error categories. The findings also indicate that students lack grammar proficiency during the process

of their theses writing. Thus, the present research findings are expected to provide information to other students who do theses writing. The results of this study are expected to contribute valuable suggestions to the Department of English of FKIP, University of Mataram pertaining to the provision of students' supports during thesis writing.

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ENGLISH TEACHERS' STRATEGIES IN INCREASING STUDENTS' LEARNING MOTIVATION: A CASE STUDY AT CAKE ENGLISH COURSE KAMPUNG INGGRIS PARE MATARAM

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Abstract: This research was conducted to find out and describe English Teachers' strategies in increasing the students' learning motivation. This is a descriptive qualitative study. Data sources were from three English teachers and first level students of Cake English Course Kampung Inggris Pare Mataram. Observation, interview, and questionnaire were used to collect the data from three teachers and students. It also used simple strategies to discuss inquiry strategy, expletory strategy, and instructional strategy applied by teacher in teaching. The results of observation, interview, and questionnaire proved that English teachers' strategies in teaching have motivated the students to learn English. Based on the findings, it can be concluded that strategies used by the English teachers to increase the students' learning motivation in teaching English are: speech strategy, discussion strategy, question and answer strategy, punish and reward strategy, homework strategy, group working, approach method, jokes, games, telling story, and using some media. Among those strategies, it is found that inquiry strategy could be used to increase and motivate their students' learning moderately. The students of Cake English Course Kampung Inggris Pare Mataram have good responses to the English teachers who applied many kinds of strategies in teaching. The responses were shown from the students' motivation – instrumental or innate - in following the teaching and learning activities.

Keywords: English teacher`s strategies, learning, motivation, English course

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INTRODUCTION

English is the international language that is used by people in the world. People speak English when they meet to another in international meeting, conference commerce, and so on. Consequently, most countries in the world choose English as one of the compulsory subjects. In Indonesia, English as foreign language is taught from elementary school up to the university. English is learned and used only at school and people do not speak the language in the society. English is really a foreign language for the language learners in Indonesia (Amankulova & Seisembieva, 2011)

Indonesia as one of the developing countries sets national curriculum which include the teaching of English as foreign language. In teaching English, many people realize that understanding students' motivation to learn English by taking extra course is important to do. Understanding students' motivation can help schools and other stakeholders to provide support that can sustain their motivation.

Motivation in this case consists of two cases: (1) to know what will be studied, and (2) to understand why that case is proper to study (Spada, 1997). Nowadays, it is realized that motivating students in the teaching and learning process is not easy thing to do. However, in the teaching process teachers are required to use good and interesting strategies to motivate students. This is a responsibility for a teacher.

Generally, motivation is the driving force in human to achieve their goals. Richard and Rodgers (1987a) mentioned "Motivation as a desire to achieve a goal which combined with the energy to work toward that goal." Gardner (1979) mentioned that "motivation involves four aspects: a goal, an effort, a desire to reach the goal, and a please attitude toward the activity."

In teaching languages, especially English, motivation is an important factor to encourage students in achieving the main goal of studying English in the classroom. In addition, the role of teacher is very important in teaching and learning process. Some of the roles a teacher can perform areas facilitator, assessor, manager and evaluator. By performing various roles, they become an ideal guide in shaping their students' future.

Teacher will determine the success of the learning process since the teacher is really involvedin teaching and learning process. In the sense that in conveying knowledge, of course a teacher must have an interesting strategy. An interesting strategy will make students enthusiastic in learning process. The students` motivation will also increase and will support success in the teaching and learning process. There is no doubt that students` motivation is critical to success in most fields of learning, as we must have desire to do something in order to succeed at it (Thohir, 2017).

In teaching and learning process, motivation is an important factor to encourage students to achieve the main goal of studying English in the class. Problems in learning and teaching are closely related to teachers and students. In this case, part of the learning problem is influenced by the method used by the teachers (Amrullah, 2020). Nevertheless, the students often have very low motivation in learning English. It is realized that influence of the problem is the strategies of English teacher which is not interesting and they do not love English itself. It is a big problem in learning English. In this case, English teacher has a big challenge. If the teacher still lacks in their strategy, the teaching and learning process will not be successful. Richards and Rodgers (1987b) said that a teacher would act as a catalyst, consultant, guide and model for learning in teaching and learning process.

Based on the statements above, a teacher must be ready as a mediator in all situations of the teaching and learning process, so a teacher as an example will show positive energy and will understand the characters of his students. Therefore, the teacher's strategy in increasing student motivation is very important, because this will make students' enthusiasm increase in the teaching and learning process, especially English.

Starting from these phenomena, the writer decided to investigate the English teacher strategies in increasing the students learning motivation at Cake English Course Kampung Inggris Pare Mataram.

RESEARCH METHOD

This is a descriptive qualitative study. The data had been collected by using observation, questionnaire and interview in order to know what strategies the English teacher or tutor apply to improve the student motivation to learn English. The sources of the data were three tutors of Cake English Course Kampung Inggris Pare Mataram. The data taken are strategies and how the tutors applied those strategies to the students in English teaching to increase the students` motivation. In addition, students studying at CEC Kampung Inggris Pare Mataram were involved for conducting this research. They were purposively selected. There were 18 students who studied on first step participated. Their ranges of age are 15-21 years old.

The data gained through the observation during the teaching -learning process and interview for the tutor`s strategies on teaching learning process were investigated using the total answer of the interview and questionnaire. In addition, the questionnaire was used to know about student`s motivation in English teaching learning process.

Thereare four steps used in analyzing data including data reduction, data display, verification, and conclusion. The researcher selects, focuses, and simplifies the data during the

data reduction process. In this case, the researcher reduced the information from the research activities if the data were irrelevant or did not support the requirements. The researcher defines a "display" as an organized and action-taking visual representation of what is happening and what the researcher intends to do based on that understanding.

Displaying data entails describing the data in the form of a description or narration. The technique is used in organizing information, description, or narration in order to draw the conclusion of presenting important data that led to the conclusion. Each of the important data arranged in the research findings was followed or completed by a code referring to the serial number of the field note which was then followed by the number of event or sequence in it. Verification and conclusion drawing are the final stages of analysis activity. It denotes that the researcher has reached a conclusion based on the data.

In addition, the questionnaires were used to find out the student`s motivation in learning English. The data from the questionnaires were analyzed by using the following formula:

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

Whereas:

P   = percentage
F   = frequency of respondents
N   = number of samples
100 = constants value

The formula was used to calculate the percentage of students' motivation to learn English based on the questionnaires. After calculating the percentage, the tendency of students' motivation included factors on learning English.

FINDING AND DISCUSSION
Finding from Observation and Interview

There were three English teachers who have been taught English at Cake English Course Kampung Inggris Pare Mataram participated in this research, i.e. Elysa Supiani, Muhammad Gilang Aksa Perdana, and Nisfatun Mubarakah. They were interviewed about their strategies in increasing the students' learning motivationand about their profession as a teacher. The teaching and learning process they performedwere also observed in to know the strategies and method that they applied.

The teachers were also asked about their students in the teaching and learning process in classroom. They divided their students into two main groups - the active and non-active students. The active students were the students who had full participation in teaching learning process. They often gave some questions to the teacher, can speak in English, viewed about the material and participated in all course activities which meant they submitted assignments and replied to discussion. The non-active students were the students who had low participation in teaching learning process. The students never gave question to the teacher. In addition, they rarelyspoke in English and did not view about the materials and had no participation in all course activities.

Mrs. Elysa`s Class

Based on the findings from the observation on Mrs. Elysa`s class, it can be summarized that Mrs. Elysa used several strategies to increase her students` learning motivation. These strategies were punishment strategy, memorizing strategy, homework strategy, personal strategy, and also used some media in the teaching-learning process.

While, based on the interview results, Mrs. Elysa used some strategies in increasing her students' learning motivation. She explained that the important things in increasing the students learning motivation are the power of the sound in greeting activity and having good energy until the end. She explained that she used some strategies to motivate their students in the teaching-learning process depending on the characters of her students, level of students` English, and situation. This is the application of strategy she used in the teaching-learning process in the classroom.

The first one is speech strategy. Mrs. Elysa used speech strategy to motivate her students in learning English in free activity. She used this strategy in every meeting. She understood the student characters that the students need to remember about their goal, the benefit of English in the future to increase their motivation to learn English. She believed that this strategy was very important for the students who have low motivation in learning English. Therefore, she always used this strategy in the teaching-learning process in the classroom.

Second is punish strategy. Mrs. Elysa used this strategy because this can made the students happy and enjoy learning English. She gave the students punishment when the students came late, did not finish their works, and overset. The types of punishment that she gave to the students were very interesting, entertain the other students and decrease their nervousness such as dancing with music in front of their friends, getting lipstick on their face and using a helmet and introducing themselves in the other class.

The third is play games. To overcome the students' boredom in learning English, she usually used this strategy in the main activity. It is very important to make the students' spirit rises again to study. In addition, the game that she played with the students is related to the material. Therefore, she played games with their students as well as increases the students understanding of the material.

The last is homework strategy. In closing activity, she gave their students homework to make the students study in their house. She said that this strategy was very important for students to encourage their understanding of the material that they require in the classroom. However, the weaknesses of this strategy sometimes made the students lazy if the homework was not interesting or difficult. Therefore, she gave the students interesting homework such as making a video in English related to the material and shared to social media to make them excited for doing the homework and studying.

Mr. Gilang

Based on the description from observation on Mr. Gilang`s class, it is concluded that the strategies that Mr. Gilang used in the teaching-learning process were punished strategy, joke strategy, telling a funny story, question-answer strategy, and discuss strategy. Mr. Gilang employed several tactics in the teaching-learning process based on the students' levels. He stated that identifying the student personalities and then selecting the appropriate method for them in the teaching-learning process is critical in enhancing students' learning motivation. He said that this is the first step in enhancing the student`s enthusiasm to study. Based on the interview, here is the implementation of some of the tactics he employed to increase the student` learning motivation.

The first one is personal strategy. Mr. Gilang used personal strategy to know his student's character in learning English. He used this strategy in the first week of the teaching-learning process. He believes that this strategy will help him to increase the students' learning motivation. In addition, he could choose a suitable strategy in the next week until the last meeting. He also used this strategy to make good relationships with his students and make his students enjoy learning English with him.

The second is speech strategy. He used a speech strategy to increase the students' spirit in learning English and remember their purpose in learning English on introductory activity.

He believes this strategy could motivate his students in learning English and increase the student learning motivation. He understood the students' need to remind about their purpose in learning.

The third is joke technique. He made many jokes to decrease his students' boredom in learning because there are many subjects that they study in school. He understood that his students need entertainment to fresh their minds and enjoy learning. He believed that this strategy was very important and effective in increasing the students' learning motivation.

The fourth is telling story. He used this strategy on the main activity. He said that this strategy was very useful and effective in increasing the students' learning motivation and improving their speaking. He utilized some media and things for using this strategy. He instructed his students to tell what they saw and to describe it.

The last is homework strategy. He gave his students homework to increase the student's understanding of the material on the closing activity. The homework that he gave to the students is not difficult. The homework made the students excited about finishing it because it was interesting homework and simple to do. He said that this strategy was suitable to motivate their students, to encourage their students understanding about the material, and to make the students repeat the material that they have studied previously.

Mrs. Nisfa

Based on the description from observation on Mrs. Nisfa`s class. It can be summarized that Mrs. Nisfa's strategies in the teaching-learning process to motivate her studentswere personal strategy, speech strategy, jokes, question and answer strategy, and discuss strategy. Based on the interview, Mrs. Nisfa used some strategies in the teaching-learning process related to the student`s character on learning. She said that a teacher has to understand the students' character in learning. In addition, she said the strategy that the teacher uses must make the students active in the learning process. She believed that strategy would make the teaching and learning process successful. The following is the application of some strategies that she used in the teaching and learning process.

The first is personal strategy. This strategy is very important for Mrs. Nisfa to make the students enjoy the learning process. She used this strategy for the students who have low motivation on learning. In addition, she used this strategy to know the students' character on learning and make good relationships with her students. She said this strategy helped her to determine a good strategy, make the teaching and learning process enjoy, make the students are comfort on learning, and increase the students' learning motivation. She uses this strategy for free activity.

The second is play games. Mrs. Nisfa spared her time to play games with her students to make them enjoy the learning process. She believed that this strategy is effective in increasing student learning motivation. She played games with her students to encourage the students understand the material that they learned. Furthermore, she used this strategy to overcome the students' boredom in the learning process.

The last is jokes. She always used this strategy to make the students happy and comfort on learning with her on free activity. She utilized this strategy to make a good atmosphere in the teaching and learning process. The atmosphere in the teaching and learning process is very fun because of this strategy that she used. For the non-active students, she said this strategy was very useful to make them comfortable in the learning process and confident.

Data Analysis

The data from questionnaires can be presented and analyzed in the following tables:

Table 1. I like learning English

No	Response	Frequency	Percentage
1	Strongly Agree	6	33.33%
	Agree	11	61.11%
	Neutral	1	5.55%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total		18	100%

Table 1 shows that the most of students (61.11%) like learning English. This shows that all of students join in learning English because on their intrinsic motivation. It means that the students have internal factor on learning English. In addition, 33.33% of the student strongly agree with the statement on Table 1. This percentage explains that the students really learnt English because of themselves. Then only 5.55% neutral on learning English. This may mean that he/she learn English because of extrinsic motivation or external factors. While 0% of student chose disagree with the statements.

Table 2. I am happy on learn English

No	Response	Frequency	Percentage
2	Strongly Agree	6	33.33%
	Agree	10	55.55%
	Neutral	2	11.11%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total		18	100%

Table 2 shows that 55.55% of students are happy on learn English. While the students who areneutral in learning English only 11.11%. It means that the majority of students arehappy on learn English which mean that they have a huge interest in learning English.

Table 3. My opinion English is the important to learn

No	Response	Frequency	Percentage
	Strongly Agree	15	83.33%
	Agree	1	5.55%
3	Neutral	2	11,11%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total		18	100%

Table 3 shows 83.33% of students assume English is the important to learn. It explains that the all students have high need in learning English. In addition, this table shows the internal motivation that pushes the students in learning English. While the students who disagree with the statement is 0%. This shows that the English is very important to learn.

Table 4. I do not feel to spend my money in learning English at the Course

No	Response	Frequency	Percentage
	Strongly Agree	12	66.66%
	Agree	4	22.22%
4	Neutral	2	11.11%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total		18	100%

Based on the table above, it is found that 66.66% of the students strongly agree with the statement while no the students disagree with the statement. This table explains the course is the suitable place in learning English. This means the course overcome the students'problems in learning English and students get motivation from the course. In addition, this shows the external factor that influenced the students learning motivation.

Table 5. My opinion learning English is difficult

No	Response	Frequency	Percentage
	Strongly Agree	1	5.55%
	Agree	5	27.77%
5	Neutral	7	38.88%
	Disagree	4	22.22%
	Strongly Disagree	1	5.55%
Total		18	100%

Table 4.5 showsthat 38.88% of the students are neutral about the statements. 27.77% students agree with the statements and 22.22% students disagree with the statements. This explainsthat the students felt learning English is difficult but sometimes easy. This may be caused of the material and the strategies of the English teacher or they have low self-confident.

Table 6. I get many strategies the way in learning English at CEC

No	Response	Frequency	Percentage
	Strongly Agree	12	66.66%
	Agree	4	22.22%
6	Neutral	2	11.11%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total		18	100%

Table 6 above shows that most of students or 66.66% strongly agree with the statements. This percentage explains that the tutor`s strategies overcome the students' problems on learning English. The tutors` strategies have big influence to motivate the student motivation. However, 22.22% of students agree with statements. This explains also the strategies of tutors overcome to motivate the students on learning English. While 0% of students are disagree with the statement.

Tabel 7. I study English because I want to speak with foreigners

No	Response	Frequency	Percentage
7	Strongly Agree	11	61.11%
	Agree	4	22.22%
	Neutral	3	16.66%
	Disagree	0	0%
	Strongly Disagree	0	0%
	Total	18	100%

Tabel 7 shows that 61.11% students strongly agree with the statements. It meanscommunication with foreigners pushes the students in learning English. It has a big influence for the students in learning English. However, 22.22% of the students agree with the statement above. This explains that the students have external motivation on learning English. Furthermore, 0% the students disagree with the statement. This explains that all students have motivation on learning English.

Discussion

Based on the research findings, it can be seen that some strategies that the teacher used in increasing the students learning motivation. Teachers combined inquiry strategy, expletory strategy, and instructional strategy to make the teaching and learning more interesting at CEC Kampung Inggris Pare Mataram. To motivate the students in learning English, teacher used inquiry strategy and expletory strategy because it is suitable to make successful in the teaching learning process.

All tutors of CEC Kampung Inggris Pare Mataram used inquiry strategy in teaching learning process to motivate their student on learning English. Most of them used this strategy. They used this strategy because it is effective to motivate the students, in accordance with student character, student level, and situation in that place. They also used this strategy because of the target language and students' need on learning English. Inquiry strategy consists of speech strategy, personal strategy, question and answer strategy, and punish strategy.

In addition, some of the tutors used expletory strategy in teaching learning process to motivate their students on learning English. They used this strategy because it can make the students feelenjoyable, comfort, and happy on learning English. This strategy makes good atmosphere in the teaching and learning process in the classroom. It is a supporting strategy to be successful in teaching learning process because the tutor is more proactive to give motivation to their students. The tutors also used instructional strategy to motivate their students in teaching and learning process. This strategy can help tutor to motivate their students on learning English as well as overcome their boredom. Based on the observation and interview, there is one tutor used this strategy to motivate their students in learning English.

Based on the questionnaire, there are two main factors that successfullyinfluenced in this study and increased the students' learning motivation in learning English. They are internal factors and external factors. Internal factor is the motivation that comes from the student themselves, in which the internal factors found from the questionnaire are intelligence, interest, need, goal and aptitudes. While,external factors come from outside the students themselves, in which external factors found from the questionnaire are family, course, English zone, English teacher and social factors.

CONCLUSION

The strategies that the tutors used in increasing the students learning motivation are speech strategy, discussion strategy, questions and answer strategy, punish and reward strategy,

homework strategy, joke, games, telling story, group working and the use of some media. Most of them motivated their students using inquiry strategy which is very helpful to increase the students' learning motivation in learning English. Their ability to use the available facilities and media is expected to get the students attention.

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