

# JURNAL **HOLISTICS**

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## HOSPITALITY AND LINGUISTICS

Volume 2 Nomor 4 Desember 2010

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# JURNAL HOLISTICS

## HOSPITALITY AND LINGUISTICS

Volume 2 Nomor 4 Desember 2010

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(Ruang Jurusan Bahasa Inggris)  
Jalan Sriwijaya Negara-Bukit Besar, Palembang 30139  
Telp. 0711-353414  
E-mail: [inggris@polisriwijaya.ac.id](mailto:inggris@polisriwijaya.ac.id)



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Redaksi



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## TEACHING SUMMARIZATION STRATEGIES

M. Nadjmuddin

Jurusan Bahasa Inggris, Politeknik Negeri Sriwijaya



### ABSTRACT

Summary writing is widely used as both a means for assessing student learning as well as a way to use other sources in academic writing. As writing teachers we know that our students have difficulty with summarizing information in an organized and accurate way. In their summaries our students focused on trivial information, or simply copied entire sentences from the source text and gave their own opinions and experiences in their summaries. Unskilled readers may need instruction and practice in summarizing paragraphs; other readers may need instruction and practice in summarizing larger chunks of information. They need an approach to sort information, and they need to see how skilled readers with sufficient background knowledge identify important information and summarize. The difficulty of the materials must be graded so that the students' strategies and skills can be developed progressively. Learning should start from single paragraph level summarizing and work up to section summarization and summarization of entire chapters. Finally, they can summarize from multiple sources. The teacher's instructional materials and models of how to use an appropriate summarization strategy of various text lengths, content area and complexity will improve the ability of students to summarize. The students' background knowledge is also important in making judgments about the important information in summarizing.

Keywords: summary, strategy, paragraph, academic writing

### INTRODUCTION

The ability to identify main ideas in a text represents the skill of summarizing. Why do learners need a summary? During reading, learners have to memorize information from the texts. To enhance the memory, readers need to construct a meaning. Summarization is one of meaning constructions. Furthermore, a summary is needed in academic writing when students have to use other sources to enter their writing. Finally, summarizing is one of study techniques for students to help them recall the information. The information need to be condensed. Summarizing is the way to condense the information.

This article evaluates the benefits of a summarizing instructional program designed to teach students to create written summaries in various classes. It gives insight on how to teach summarizing by addressing practical teaching program of summarization strategy teaching. The teaching program is designed to employ direct, explicit instruction, including description, modeling, and paired practices as well as individual works combined with feedback, to teach students to employ a summarizing strategy, and summarizing rules to create a written paragraph summary of multiple-paragraph expository passages.

### CONCEPTUAL FRAMEWORK

#### Summarization Strategies

A summary is a brief statement that is used to show condensed information from a larger chunk of source information. Sometimes this message is called the gist of the text. Summarizing is a process



where the source material is condensed and adequately presented basically in the summarizer's own words (Swales & Peak, 1994, p.105-106). Instead of being simply rewriting source texts briefly and in one's own words, summarizing is a task which depends on textual variables such as: the ability to find the main ideas (Casazza, 1993); the use of organizational patterns (Kintsch and van Dijk, 1978), the source text complexity (Kirkland and Saunders, 1991) and the topic of the source text (Gaskins, 1996). Thus, summarization strategies are a complex skill that only a few students have the skills. Students must learn multiple methods of summarizing through practice. Summary has some characteristics. Swales and Peak (1994) state three features of a good summary. It covers balanced and condensed material of the source presented in the summarizer's own words but free from summarizers' opinions.

Teaching summarization is often neglected by teachers. The main reason is an abundant of work for teachers to evaluate and give feedback on large number of students' summaries. In addition, many teachers do not have enough information about how to teach summarization. Consequently, students are generally told to summarize the text but they are not given enough instruction for using this strategy, thereby summarizing is sometimes not effective (Taylor, 1983).

Summary writing is a skill that does not develop on its own, but requires progressive instruction (Guido and Colwell, 1987). Some studies revealed students' difficulties and successes in summarizing. Tavares (1991) holds that students usually find difficulties in the summarizing task. Taylor (1983) observed lack of skills when students in a college freshman class summarized a text without any instruction. Similarly, Brown (1983) found students' problem while summarizing. The fifth and seventh grade students relied primarily on the *copy-delete* strategy where the original text is simply copied verbatim. However, older high school and college students used more sophisticated condensation rules, such as construction and generalization.

Summary writing skills should be developed through learning strategy development. Oxford (1993, p.18) holds that learning strategies are "specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing second language skills". Brown (1987, p.83) proposes that a strategy is "a particular method of approaching a problem or task, a mode of operation for achieving a particular end, a planned design for controlling and manipulating certain information". This article defines strategies as specific steps or techniques employed by an individual in a learning situation to develop second language skills. Summarizing is the identification process of the main ideas from longer source texts. It is the process where the source materials are condensed and adequately expressed by the summarizers in their own words (Swales and Peak, 1994). A summary is a condensed version of a text that contains all important parts of the original passage and it excludes summarizers' opinion (Harc and Borchardt, 1984).

### Benefits of Summarization Strategies

Students who can read and summarize text fairly well will learn materials and memorize them better. In the study of the use of summary writing in a college psychology course, Radmacher and Lakosi-Sawin (1995) found that those who were given specific summarization instruction scored 8% higher on the final. Similarly, the teaching of summarization that enhanced students' understanding in all subject areas at various levels had been evidenced in the study of Pearson and Fielding (1991).

### How a Reader Summarizes

Most of the research which has been done on teaching summarization is based on the model of text comprehension developed by Brown and Day (1983) and Kintsch and Van Dijk (1978). Brown and Day (1983) identified six rules for condensing text to its gist following the processes suggested by Kintsch and Van Dijk (1978). These rules are: (1) delete unimportant information, (2) delete redundant information, (3) superordinate a term for a list of items, (4) superordinate a term for a list of actions, (5) select topic sentences, if any, and (6) invent topic sentences if none is provided (Al-Haidari, 1991, p.6-7).

Unskilled readers may need instruction and practice in summarizing paragraphs; other students may need instruction and practice in summarizing larger chunks of information. However,



if the material is more difficult to comprehend, students who previously could summarize multi paragraph sections should return to paragraph level summarizing and then work up to section summarization and summarization of whole chapters.

To write a summary, the writer needs to understand thoroughly the source text. Any unfamiliar words must be clarified. In the first reading the reader must identify main idea and controlling ideas and the purpose of the text. Taylor (1983) reports his study that compared good summarizers and poor summarizers. Good summarizers removed unnecessary details from the text and made conclusion. In addition good summarizer made a plan and focus on topic. On the other hand, poor summarizers did not make plan and did not recognize the topic of the text. Text structures are important in helping good summarizers in identifying main ideas and make generalizations. Poor summarizers were struggling to substitute the original words of the source text with their own words.

### Types of Summarization Strategies

There are several types of summarization strategies. The following discussion of summarization strategy is based on the length of text ranging from one paragraph to several paragraphs of multiple sources (University of Kansas, 1999).

1. **Paragraph Summarization Strategy.** This strategy focuses on students reading one paragraph, stopping at the end of each paragraph, and then asking some questions to find the main idea and supporting details. Students can tell what they think the paragraph is about, or they can write it.
2. **Section Summarization Strategy.** Students summarize a multi-paragraph section that covers a topic. The students begin their activity by raising questions about the section. During reading, they make one important summary statement about each paragraph; at the end, they answer the questions they raised as the beginning of the section, write a connected summary using the important statements recorded during reading, and then describe how these sections are related. The practice focuses on the integration of multiple main ideas and the identification of the significance of the ideas as a whole.
3. **Multi-Section Summarization Strategy.** This strategy focuses on the type of summarization that is required for report writing. As the student reads each section in a chapter or chapter of a book, he/she makes at least three summarizing main statements. The statements should be enough to help the student remember what the section or chapter was about. If the report chapters are written in a narrative text, the statements might focus on what happened at the beginning, middle, or end of the chapter. When the students start writing a summary they use the three importance statements. A paragraph with a topic sentence, at least three supporting sentences, and a closing sentence are created. If the student has trouble with summarizing for report writing, then more instruction and practice in section summarization is provided.
4. **Multiple Source Summarization Strategy.** The Multiple Source Summarization Strategy focuses on the type of summarization that is required when students use other various sources. This strategy is considered more difficult as they judge not only the selection of main ideas but also the agreement among ideas over the different texts. If the source texts are written based on a controversial issue, the statements might focus on what one text says and what the other argues. The student evaluates various texts on a single topic; he/she judges the ideas from the sources. If the student has trouble with summarizing for report writing, then more instruction and practice in multi-section summarization should be provided.

### DISCUSSION

In many cases summarizing activities are neglected. However, this type of learning has been widely used by many other teachers as an effective learning activity and study skill, and also as a



determiner of academic success. Almost all learning activities require a student to get main ideas, condense and remember what has been read. It helps a reader to distinguish between important, less important, and to make a judgment about what are the main ideas and supporting details of the paragraph and topic levels.

How do teachers teach the paragraph summarization strategy? Teachers can start by explaining the purpose of learning a paragraph summarization strategy. Students should be told that it helps the reader to really think about and remember what the writer wants to communicate.

Teachers should initiate the activities by writing simple paragraphs, and then continue to more complex paragraphs. Both teacher and student work together on a paragraph. During the reading of the source text, the teacher should help them to locate the main idea sentence then rewrite it in their own words as much as possible. They also add to it some important details.

To make the students aware of the summarizing techniques teachers should give a model of the process by thinking aloud as they summarize before they do it independently. It is important to list the steps on the board. Students write the steps and what to do in each step and keep this information in their notes for future guide.

During summarizing, the main idea can be inferred from all the statements about the topic by ignoring unnecessary or trivial information, creating one category name for lists of items and substituting an overall term for components of an action. They can look at the first and last sentence for clues for the main idea. They must confirm the main idea by identifying some details that support or prove their main idea. Finally, they write the summary by paraphrasing it using their own words to restate the main idea without changing the meaning. Teacher must separate the activities of reading the source and summarizing. They must not read the source texts during writing to avoid copies works.

Teachers give a model on how the strategy should be used and explain the steps as teachers model it, so students can follow each step. Repeating the strategy by using another paragraph is necessary.

To increase the awareness and reinforce the strategy, the students should do the following steps. Teachers can have them describe the steps to one another. They refer to their notes to guide them describe each step. After the partner practice, move into a group review and ask them about the purpose of each step of the strategy to check student understanding of each step.

As students summarize paragraphs see which students have difficulty with paragraph summarization. Individual attention should be given to the students who have difficulty with paragraph summarization. Teachers then assign students to summarize more difficult materials, five or six paragraphs. Students who become fluent with paragraph summarization should either move to summarize paragraphs from multiple sources.

In the next step of the critical strategy, teachers could facilitate students with independence work with the aid of a prompt on which the rules of summarizing are provided by teachers.

Self-question strategy during reading can be added to the student strategies. The strategy is described in the following steps:

Step 1: Students identify the topic of the source text by self-questioning, "What is this text about?"

They write:

This text is about \_\_\_\_ (say the topic one word or a few words) \_\_\_\_."

Students are guided to focus on the first paragraph and the last paragraph to search for key words. They look for synonyms for key words that are repeated throughout the paragraphs.

Step 2: Students identify the main idea of each paragraph by self-questioning "What does this paragraph say about?" \_\_\_\_ (Answer in one word or a few words) \_\_\_\_ It tells that \_\_\_\_.

Richardson and Morgan (2005) propose the use of GIST (Generating Interactions between Schemata & Text) to help students summarize. The GIST strategy should be used to summarize a small passage into one sentence containing the main "gist" of the section. The teacher selects an article and divides it into short passages (3-5 paragraphs each) and draw out 20 blanks below each paragraph. The students do the following steps:

1. Read the first paragraph



2. Write a sentence summarizing the first paragraph using 20 or fewer blanks (one word per blank)
3. Read the second paragraph
4. Write a 20 word or less statement about the first and second paragraphs combined.
5. Continue until the entire passage has been read and summarized using one sentence of 20 words or less. At the end of the text, students will have written four or five sentences, or a concise summary of the text.

Teachers must provide corrective feedback after the students have finished with their summaries. The feedback can help review their achievements.

The teacher's instructional materials and models of how to use an appropriate summarization strategy of various text lengths, content area and complexity will improve the ability of students to summarize. However, the students' judgments about importance often depend on their background knowledge. Their background information includes their mastery of the contents as well as material organization. They need an approach to sort information, and they need to see how individuals with sufficient background knowledge identify important information and summarize.

## CONCLUSION

The strategy of copy-paste is found to be the most widespread practices in the written assignment among students. Summarization skills are crucial to improve students' learning. Thus, it is important for teachers to guide their students to develop summarization strategy and identify its incorrect usage. The teacher's description and models of how to use an appropriate summarization strategy of varying text length, content area and complexity will improve the ability of students to summarize. However, since judgments about importance are often based on the background knowledge or the expertise of the reader students need strategies to sort information, and they need to see how individuals with sufficient background knowledge identify important information and summarize. Finally, teachers need to teach the strategies based on their capacity and progress.

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## VARIATION IN REJANG LANGUAGE

**Drs. Zakaria, M.Pd.**

NIP: 196408122500031002

Jurusan Bahasa Inggris, Politeknik Negeri Sriwijaya

### ABSTRACT

This paper was written to find out the variation in Rejang language which cover Rejang Kepahiang (RK), Rejang Lebong (RL) and Rejang Cuap (RC). The aspects consist of phonological, morphological and semantic level that were viewed from descriptive ways. The result shows that it is difficult to predict how a particular language user speaks in a certain social context. It is linguistically caused by Rejang language and also influenced by the speakers, addressees, age, setting and context when the communication takes place.

## INTRODUCTION

### Background

This attempts to describe some of the variations occurring in Rejang regional dialects. It examines a small number of variables in which one more variant are typically associated with Rejang speech and one or more are associated with either formal speech or informal speech. Each variable is looked at a number of social context and the frequency of using variations. Actually, Rejang has various variations which are hard to distinguish the original language, because from one area to another are, it cannot be clearly seen that there is a significant difference. The differences of variations in three Rejang language commonly called Rejang Kepahiang (RK), Rejang Lebong (RL) and Rejang Cuap (RC) can be encountered in linguistic component including morpheme, lexical and semantics aspect.

Rejang variation might be significantly distinguished in the use of daily speech when a speaker of each dialect communicate each other. The variations are mostly understood by those people who involve in a real setting of communication, even though few differences could be found. In some expressions or word items, it can be found that some words used in a certain area might be taboo for another area or other dialects in a particular social context. According to Language file, (1991), semantic change from one another dialects can be found in a form of status of words. The change makes the meaning of words which are considered as taboo words in a certain place.

### Formulation of the Problem

How does Rejang language differ to each other?

### The Purpose

The purpose of this paper is to give the input to the readers that Rejang language has variation. The variation can be seen from different linguistic component in which it can occur in phoneme, morphological and semantic elements.



## **The Significant of the Study**

Language variation is one of linguistic phenomenon in which it can happen to every language. Probably, it cannot automatically be applied in the classroom activities. However, at least, it can give a great contribution the readers or teachers that Rejang language has variations that might be interesting for the further linguistic understanding in a certain language.

## **Method**

The method that is used in this study are descriptive. It is based on the literature that is related to the language variation. For further description, the writer also did the observation in how the people use the variation

## **THE STUDY OF VARIATION**

The scope of Rejang variation is restricted to the speech which is used by the natives when they are involving in a real communication. This also describes the homogeneity in the linguistic habits encountered in a daily utterances between speaker and addressees. Naturally, language varieties are concerned with the description of the relationship of language to society in terms of global linguistic categories of a particular dialect and global social categories of a community. Hudson (1990) states that one thinks of language as a phenomenon including all the language of the world, the term varieties of language can be used to refer to the different manifestation of it. It can conclude the set of linguistic items with similar social distribution that can be illustrated in the general notion what would normally be called language, dialect and register.

Sneddon (2002) states that language varieties are restricted on a number of variables in which each comprises one or more informal variants and one or more formal variants. By informal variants is meant a form which is typically associated with informal and formal variants is meant a form generally regard as confined to formal speech and writing. The varieties of language is also determined by speech community who uses the same language, but then dialect used might be slightly different from each other. Fisherman (1972) cited by Al-Wasilah (1986) states that there are some implicit and explicit definition of language varieties as stated below:

1. Group of people usually live in the same area, speaking the variants of language, or the same standard language.
2. There is a group of human aggregates characterized by regular and frequent interaction by means of a shared body of verbal signs and set off from similar aggregates by significant differences in language usage.
3. A group of people who use the same system of speech signal is a speech community.
4. A speech community is a group of people who can all understand each other when they speak.
5. A speech community is one, all of whose members share at least a single speech variety and the norms for its appropriate use. A speech community may be as small as single closed interaction network all of whose members regard each other in but a single capacity.

Basically, people tend to communicate to others if they think that they have some similarities in linguistic codes such as phonological, syntactical, and semantic systems. Thus, the varieties of a certain language are found in a form of linguistic domains which lead the people to feel flexible to interact each other, since the variations make them enrich the vocabulary stock.

### **1. Regional Dialect**

Regional dialect is identical with the term regional varieties in the way a language that is spoken likely to be one of the most noticeable ways observing variety in language. A wide geographical area in which a language is spoken and particularly if that language has been spoken in that area for many hundreds of years, but it is noticeable to differentiate pronunciation, in the choices of forms of words, and in syntax which are considered as distinctive features (Wardhaugh, 1996). Linguistically, there are various dialects that can be found in Rejang language.



One of the possibilities of dialect differences is used by geographical area. It is frequently found that each area has its own dialects as symbol of each geographical area. Hudson (1980) and (McKay (2000) states that the most straightforward variety difference is based on geography which is sometimes called regional dialects. Regional dialect differences arise for various reasons. Some factors are the influence s of geography itself and population which are constantly undergoing changes of dialect. In addition, political boundaries, settlement patterns, migration and immigration routes, territorial conquest, and language contact also have great influence of dialect differences. In line with this idea, McGinn (1997) points out that in the study of Rejang language that shows the evidence presented is compatible with the possibility of eventual union between comparative-historical phonology and dialect geography. However, Holmes (1992) says that dialects are simple linguistic varieties which are distinguishable in vocabulary, grammar, and pronunciation.

Within any particular language, there is variation from a speaker that shows some differences. Lantolf (2000) says that the variation from group to another group we say they are speaking different dialects. A dialect, then, 'is simply any variety of a language, the variety being characterized by systematic differences from other varieties of the same language. These differences are found in pronunciation, vocabulary, and aspect of grammar. Specifically, the differences in pronunciation are commonly known as accent illustrated in phonological components.

## 2. Linguistic Items in Rejang Language

It is known that Rejang language has varieties in the use of daily speech. Even though it is still considered in the same basic root. Holmes (1992) states that one language might have a useful language of wider communication in particular contexts such as the market place which can indicate different varieties or codes in multilingual communities.

According to Hudson (1980) states that linguistic items comprise of lexical items, rules of various kinds of combining the pronunciation and meanings of lexical item in sentences, and constraints of various kinds on the rules. In term of this theory, the expectation of finding sociolinguistic statement which refers to individual lexical items, rules and constraints. Wardhaugh (1986) asserts that language variety is defined in items of a specific set of linguistic items or human speech patterns consisting of sound, words, grammatical features including geographical area or social group. In linguistic file, (1991) and Premkin (1983), it clarifies more detail about variation at different levels of linguistic structure. They are phonetic, phonological, morphological, syntactic, and semantic level. However, this study only attempts to discuss on three aspects; phonetic, and syntactic level are hard to observe, in other words, it needs deep research in order to obtain the data on them. So, the followings are descriptions of phonological, morphological and semantic level of Rejang language.

### 1. Phonological level

Rejang Lebong (RL)	Rejang Curup (RC)	Rejang Keph (RK)	English
Pitak	pitak	pitak	soil
Tilai	tilai	tilai	string
Bilai	bilai	bi:ci	clay
Matai	matie	matic	eyes
Mukmai	mukmai	mukmai	cat
Cigaie	cigei	cigei	finish
Titik	titik	titik	small
Pendek	penack	pedak	short
Supau	supau	supau	broom
Baju	baju	baju	shirt
Belau	belau	belue	new
Tuei	tuei	tuwi	old
Wak	wak	wak	uncle



## 2. Morphological level

Rejang Lebong (RL)	Rejang Curup (RC)	Rejang Keph (RK)	English
Gero	cokock	cipocic	how
Gabok	basik	busik	drop in
Meto	meto	beraya	walk around
Medeak	medeak	mese	make a date
Ngeyan	suneak	setole	wife
Kakak	dang	kakak	brother
Elak	elak	selemo	flue
Pasau	pasau	lowong	bucket
Keleak	kauk	kencak	see
Sigcak	sugcak	kayo	rich
Keracak	keracak	keracak	clothes
Meningga	meningga	matei	die
Tokoe	tokoe	mblei	buy
Kuhoe	koboe	ji'et	grave
Pengeaten	pengeten	aduk	husband
Aceak	cabc	cabc	cilly

## 3. Semantic level

Based on the observation, it shows that there is only in a small number of semantic variation in Rejang Language. They are commonly encountered in RL and RK when the two natives involve in a communication. However, both speakers try to be careful to say the words, because the meaning of those words in a certain area are sometimes contrastive with another area. The problems can be seen in following examples.

### Rejang Lebong (RL)

*Tutuk* means stumble

*Baket* means sexual intercourse

*Ucang* means a part of penis

### Rejang Kepahiang (RK)

*tutuk* means a dirty word

*baket* means a place for keeping paddy

*ucang* means a sack made from carluon

## DISCUSSION

In phonological level, the variations of Rejang language occurs in a certain phonemes. For example, phoneme [o] in word *pitak* becomes [a] in word *pitak*. Another problem is the diphthong which is mostly found in three kinds of variation. However, the diphthong never takes place at the beginning of the phoneme, but they tend to occur in the second syllable or at the third syllable. In morphological level, some of the variations are totally changeable such as *gero* in RL becomes *cokock* in RC and *cipocic* in RK. However, the variations only occur in the second syllable or in the third syllable especially in a certain phonemes, such as *kakak* in RL becomes *kobak* in RK. In semantic level, one word which has the same pronunciation in one area might be taboo for another area. Moreover, it has different meaning that the natives of each variations are awkward to use them. For example, the word *tutuk* in RL means which someone touches his head unintentionally to something or stumbles something, he says that word. However, the word *tutuk* in RK means dirty word. Therefore, semantic variation makes the users careful to use them, because it can make them embarrassed with the people who are from different area.

Historically, the existence of a language is caused by a phenomenon in a society occurring either in present or past. In the past, the ancestors tended to create any new names of particular items because of developing of the environment which made them postulate the names of the words based on willingness to show their characteristics. This also happens in the present in which the people tend to create new words based on the invention existing in human life. As a result, one language which has the same root can have various variations of naming and pronouncing the

words. This fact is linguistically illustrated in Rejang language showing that each geographical area has its own characteristics through language variation.

## CONCLUSION

The observation shows that it is not possible to predict how a particular individual will speak in a certain social context. It is possible to make general predictions based on average over groups of individual who uses Rejang language. The variation of Rejang is also influenced by the whom are the speakers, addressees, in cases of age, setting, and context when the communication takes place. In addition, language variation is a kind of indication that each geographical area has an authority figure that makes the people different from others. This mainly occurs when they interact and communicate through a means of language variation.

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## **USING PALEMBANG'S TRADITIONAL FOODS AS ENGLISH TEACHING MATERIALS: A THEME-BASED LANGUAGE INSTRUCTION**

**Nurul Aryanti**

*Ikusun Bahasa Inggris, Politeknik Negeri Sriwijaya*

### **ABSTRACT**

This paper is aimed at discussing the use of Palembang's traditional foods as teaching material through a theme-based language instruction. This idea is based on the awareness of the writer to maintain and preserve their cultures, especially in terms of foods. The data are got by reading references related to the subject, interviews, and observations. The data shown that the Palembang's indigenous foods can support Palembang as a cultural hub, because the great number of the foods are well-known and spread not only in local but also national scope. Teachers of English can participate in maintaining and preserving the foods by using the foods as teaching material. This can be done through theme-based language instruction. This approach is stressed on the real-life situation that are genuinely communicative and it tends to integrate the four language skills naturally.

**Keywords:** Palembang traditional foods, theme-based language instruction

### **Introduction**

Maintaining and preserving cultures is the responsibility of one's community. There are some reasons why cultures should be preserved. First of all, it can function as the symbol of the community. It means that other communities agree that the characteristics of the people are stucked to the cultures. Therefore, other communities cannot claim that the cultures belong to them. Secondly, cultures can be as an economic commodity. In other words, it can be sold to outside word. Since the uniqueness of the cultures is not possessed by others, it has definitely selling point. Moreover, for educational institution, cultures can also be used as teaching and learning media for the people.

Since culture is embedded within every aspect of society, language learning, in Seelye's (1984) words, should not be isolated from the society that uses it. Therefore, it is specifically proposed to educators, including language teachers in Indonesia that they pay closer attention to integrating cultures into their classrooms and supplementing the textbooks with the essentials of the cultures.

One of the cities in Indonesia which is famous for its unique cultures is Palembang. The cultures cover the costumes, wedding ceremony, folklores, sport, historical remains, foods, etc.

It goes without saying that Palembang traditional foods have been well known not only in local but also in international scope. It has been admitted that Palembang's traditional foods are very delicious. This opinion is supported by the increasing number of traditional restaurants in Palembang. For examples, Pak Raden, Martabak Ilar, Mie Celor 26, Model Dowa and Pempek 10 Ulu. These restaurants have many branches in Palembang. Moreover, at the airport most passengers take packages of traditional foods, especially Pempek and kemplang as gift for their families, relatives, friends, etc.

Unfortunately, the existing Pempek vendors in Palembang still have problems in increasing their sells. It is due to the lack of promotion and capital since the chance to participate in foods exhibition in which, they can promote their product are only afforded by strong capital businessman.



Therefore, Palembang traditional foods can support Palembang as cultural hub. Through culinary tourism, people will know more about Palembang. It means that foods can be used as our identity that can promote the region to the outside world.

For the reasons, the writers are interested in discussing using Palembang traditional foods as English teaching materials. In this paper the writers are proposing the integration of Palembang's tradition foods into ELT by using the theme-based language instruction.

## **Palembang traditional foods**

### **1. Pempek**

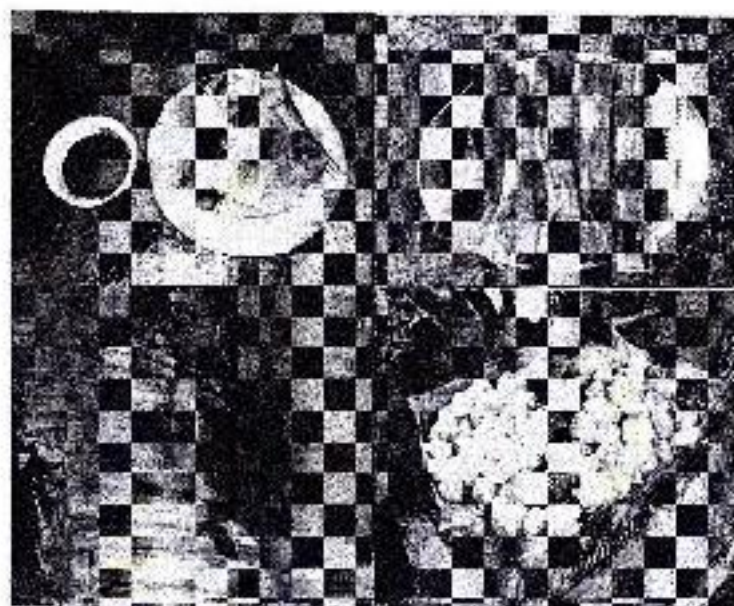


Fig. 1. Pempek, the most popular food from Palembang (photo by : Nila Kencana)

If you asked an Indonesian about the word 'Pempek' or 'Empek-empek', He will relate it to Palembang. Pempek, Mpek-mpek or Empek-empek is a delicacy from Palembang made of fish and sago. Because of the famous unique taste of empek-empek, Palembang is also known as "kota pempek".

Pempek is served together with a dark, rich sauce called enka (vinegar). Cuka is produced by adding brown sugar, chili pepper, garlic, vinegar, and salt to boiling water. Cuka is purposely made in hot and sweet taste to add eating appetite. Yet, some people who dislike hot taste can prefer a less hot but sweeter cuko.

There are many varieties of Pempek, they are:

- ❖ *Pempek teluk (kapal selam)/pempek containing an egg,*
- ❖ *Pempek Tahu/pempek containing tofu,*
- ❖ *Pempek lenggang/pempek roasted in banana leaf,*
- ❖ *Pempek Kates/pempek containing raw papaya,*
- ❖ *Pempek lenjer,*
- ❖ *Pempek panggang / roasted Pempek,*
- ❖ *Pempek adaan,*
- ❖ *Pempek kerupuk and*
- ❖ *Modeltekwan.*

Formerly, Pempek is made of a kind of river fish called Belida. However, because this fish is very rare and expensive now, people alternate the fish with other river fish as Gabus, Toman, Bujuk, and even with sea fish as Tenggiri, Kakap Merah (Red Kakap), Parang-parang, Ekor



Kuning (Yellow Tail), and Ikan Sebelah. Although they are cheaper but the pempek made of these fish is still delicious enough. Pempek Can be found in restaurants and shops in any parts of Palembang. Some sellers even sell pempek door to door or roadside by using cart or bicycle.

## 2. Kerupuk

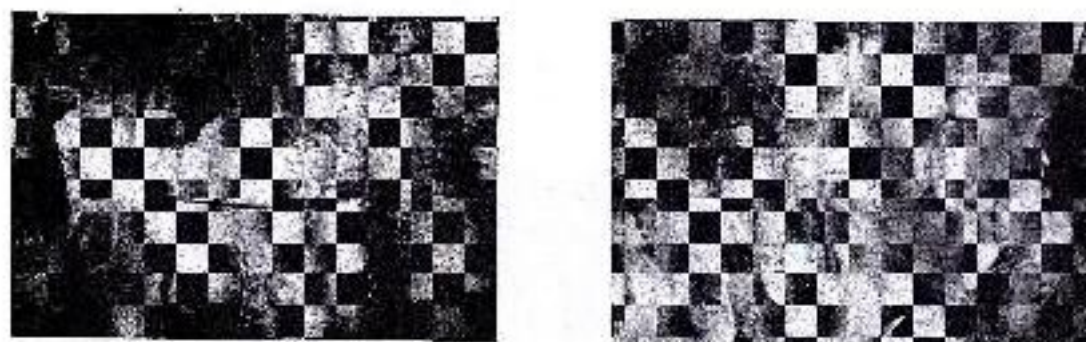


Fig. 2 Kerupuk Palembang. (photo by : Nila Kencana)

In Palembang, chip-crackers actually have 2 names, kerupuk and kemplang. The difference is on its shape, if the chip-crackers have curly shape, while kemplang have circle shape. There are two ways to cook this snack, fried and baked. kerupuk usually are fried while kemplang can be fried or baked. Material for making kemplang is the same as the material for making "Pempek lenjer", only the comparison of sago (kanji powder) more than usual "pempek lenjer". And also more salt, so that the dough feels more salty. There are many stores sell "kemplang" in Palembang, from ordinary taste to special one.

## 3. Model

Model is one of Palembang's favorite foods that looks like boiled pempek. It is served in slices with its broth. This food looks like Tekwan. The different is that Tekwan is pempek dough pinched in small shaped while model is tofu wrapped in pempek dough. Model, also called as "Pempek Kuah". There are 2 kinds of Model: Model Ikan (Model that is made from fish) and Model Gandum (Model that is made of wheat). How to make model is not so difficult. First, mix all ingredients to make Pempek, make it in sphere shape. Then, prepare the oil to fry it until the skin become a bit dried. take away and leak the oil trough. For those who like tofu can add tofu inside Model. Cut the tofu into two. Then wrap with Pempek dough, fried it. After that, prepare the broth. Boil water and include all ingredients for Model's broth in, stir it. Serve Model by putting the sliced Model in a plate and pour the broth. To add the taste, a little chilly or vinegar, and soy sauces can be added.

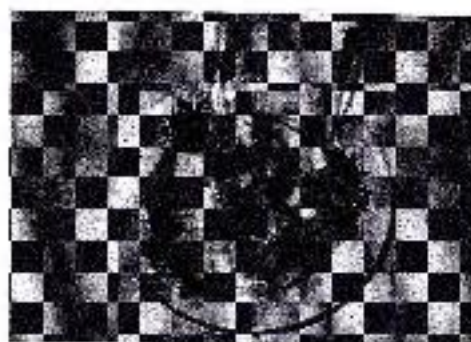


Fig. 3 Model

#### 4. Tekwan

Tekwan is traditional food from Palembang made of fish and sago in the small shaped. It is served with its special broth completed by vermicelli and mushroom. To make Tekwan, first, pinch the Pempek dough to some small ones and put them in boiling water until its done, then leak the water trough. We call them as "Biji Tekwan". Second, prepare the broth ingredients. Slice onion and garlic, sauté them and add pepper. Third, boil shrimps' head in boiling water, then pour the sauté ingredients inside the broth. Finally, add sliced Dengkoang (water chestnut, cut in finger shaped), sohon, Sedap Malam, Mushroom and Biji Tekwan. Tekwan is served hot by adding chopped daun bawang, celery dan fried onion.

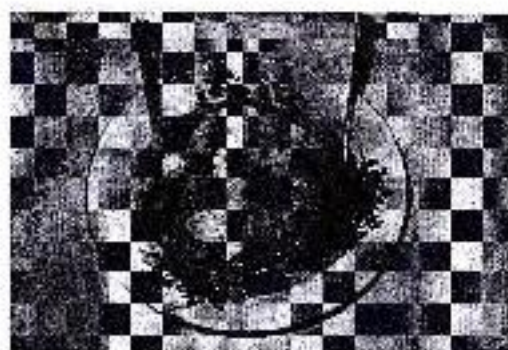


FIG. 4 : Tekwan

#### 5. Tempoyak

Tempoyak is one of favorite Palembang menu, tempoyak is made of durians and salt that is fermented at least a month so that it tastes to be sour, salty and sweet. Usually tempoyak is used as a menu that is combined with fish.



FIG 5 : tempoyak durian

#### 6. Kelicok

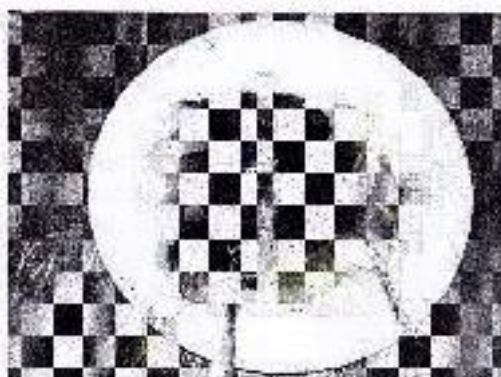
Kelicok is a food that is made of combination of banana and wheat, then it is will be packed with banana leaf. This taste is sweet and smells naturally.

#### 7. Kecepol

Kecepol is the same as Kelicok, but Kecepol is not packed with banana leaf.

#### 8. Martabak HAR



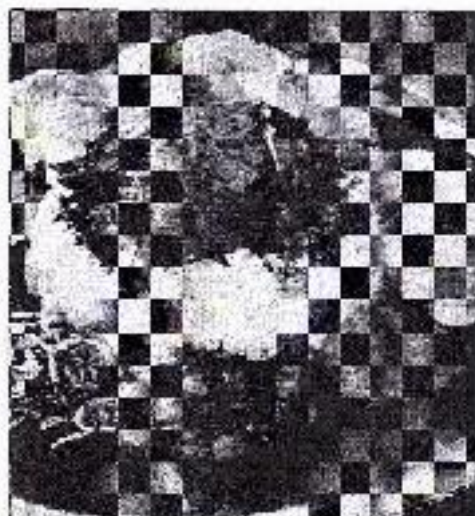


Pic. 6. Martabak Har (photo by : Nila Kencana)

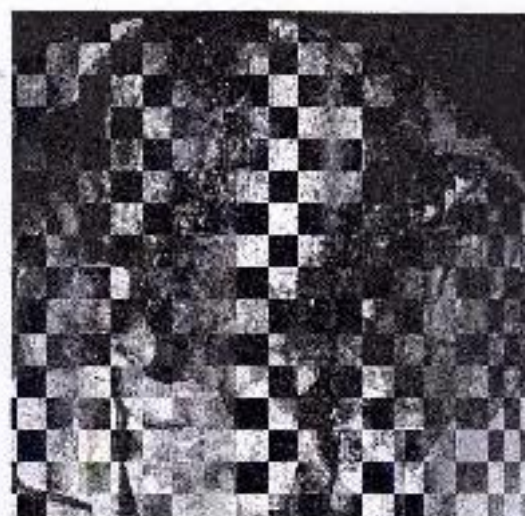
Named from its first creator's name, Haji Abdul Rosak, Martabak HAR becomes famous Palembang culinary. Made from chicken or duck eggs, flour skin and mixed with certain spices, it usually served with juicy soup made from potatoes, meats, water and spices which make this martabak different from others. Best place to have this martabak is Martabak Haji Abdul Rosak at Jl. Jendral Sudirman with price around Rp 10.000,- per piece.

#### 9. Main Dish

- Nasi/Rice
- Nasi Minyak/Rice Boiled with water containing cooking oil
- Nasi Kebuli/Rice cooked with curry
- Nasi Gempuk/Rice cooked with coconut milk
- Keran Tumis/Slicky rice cooked fried



Pic 7 : Nasi Gempuk

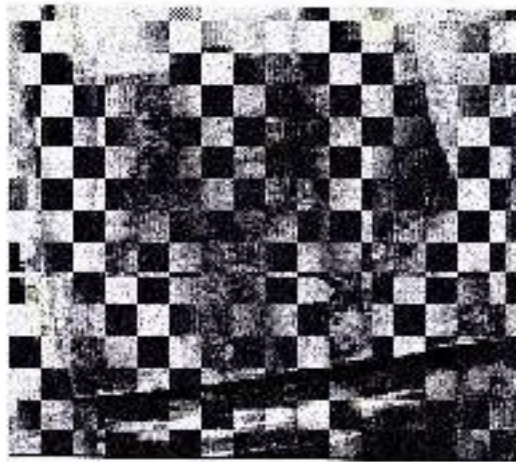


Pic 8: Nasi Kebuli

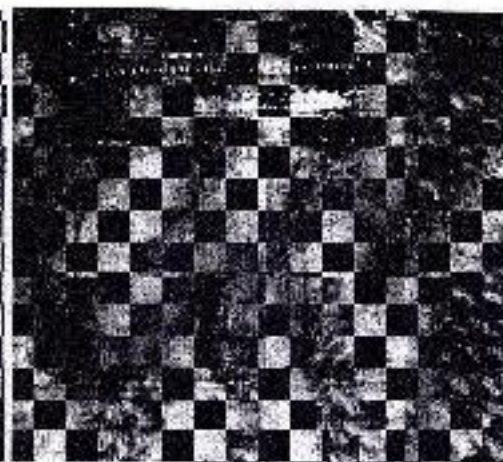
#### 10. Snack

- Dadar Jiwo
- Apem Banyu
- Pulu mayang

- Telok ukan
- Bluder
- Engkak ketan
- Engkak Medok
- Engkak Ketul
- Minhu
- Bugis
- Kuexpau
- Apam
- Gunjing
- Putu Fambun
- Ketan
- Ketan punar
- Klepan
- Cucur
- Bodom
- Gelerak
- Dadar gulung



Pic. 9. Kue Engkak Ketan



Pic. 10. Dadar Gulung

#### **11. Chilly Sauce/Sambel**

- Sambel caluk/Terasi-chilly sauce mixed with pounded and fermented shrimp
- Sambel campur/Buah- chilly sauce mixed with pineapple, mango, small tomato and kemang
- Sambel Tumis/Sambel Cengo-fried chilly sauce
- Sambel Terapoyak-chilly sauce mixed with durians

#### **12. Kue Basah/Cake**

- Bolu 8 jam cake cooked for 8 hours
- Maksuba
- Bolu lapis/Multilayer cake
- Engkak Ketan
- Kue Suri

(Source: Dinas Pariwisata Kota Palembang, 2008)

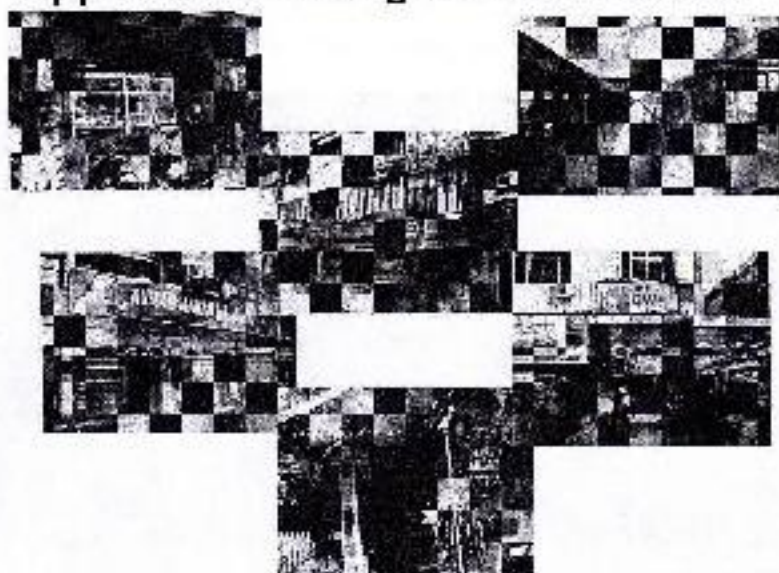




Fig. 11. Kue Maksaba

## The Places for Eating Out in Palembang

### Application: Eating out with friends



## How to integrate Palembang Traditional FoodS into Language Teaching

Integrating the culture into language teaching does not inherently provide a clear-cut framework for teachers to employ. The reason why this process is so fuzzy basically stems from the complex and vast nature of culture. The critical question, at this point, regards what the teachers should focus on within the wide range of topics or operations occurring in a culture.

Correspondingly, language teachers should not be misled by the delusion that including culture in their classrooms is a straightforward act, but should be alert to the fact that selection, development and/or adaptation of cultural materials or topics require tremendous care to ensure numerous premises. To illustrate, such materials, as Brooks (1975) lays out, should be derived from symbolism, values, authority, order, ceremony, love, honor, humor, beauty, and spirit, and should take into consideration and reflect several aspects, such as the life style, uniqueness, common sense, religion, and family values of the speakers of the target language. In light of the issues mentioned and emphasized here, the creative classroom teacher can come up with numerous ideas regarding how to integrate culture into the textbooks and classroom activities.

Therefore, the writers suggest to use theme-based language instruction in presenting Palembang traditional foods as English teaching material. This approach is a type of content-based instruction. Brinton (2003) supports the use of this approach when the purpose for EFL students is



language acquisition. According to Brinton, (2003, 203): "The thematic content stretches over several weeks of instruction, providing rich input for lessons that are either language-based (i.e., with a focus in vocabulary, pronunciation, and grammar) or skills-based (i.e., with a focus on listening, speaking, writing, or reading). In this environment, students can successfully acquire language. For EFL teachers, developing thematic units around their required curriculum can be a way to build a larger context in which to teach language that spans a group of lessons and can provide more opportunities for communicating in English.

The theme-based instruction consists of a series of lessons that are connected each other, possibly by a theme, grammatical point, or language function. A lesson, as defined by Brown (2001, 149), "is popularly considered to be a unified set of activities that cover a period of classroom time, usually ranging from forty to ninety minutes." Therefore, a thematic unit is a series of lessons, possibly for four to five classroom periods, that are connected by a topic or theme that connects students with language in a communicative manner.

### **Characteristics of Dynamic Theme-Based Language Instruction**

The instruction has five characteristics, purposed by Shin (2007), they are:

- a. incorporate real life situation in instruction.
- b. integrate all four language skill communicatively
- c. encourage learner autonomy or learner choice
- d. use experiential learning
- e. apply project-based learning

These characteristics are not completely separate from each other since incorporating real life situation that are genuinely communicative tend to integrate the four language skills naturally.

### **Five Steps for Planning a Thematic Unit**

#### **Step 1. Examine curriculum standards and required units for the class**

First, consider what the students are required to learn, based on the curriculum standards set by the Ministry of Education and/or your school; then develop a theme that can support the current educational goals of your particular program or class. From there the challenge will be to build a thematic unit that can provide the learner with a larger context within which students can make meaningful connections while learning a foreign language.

#### **Application: Eating Out With Friends Unit**

Many EFL textbooks have a chapter or section on food and drink or ordering food in a restaurant. It is a common topic for language instruction that has real life application particularly because international travel is a main purpose for learning English. The language functions for ordering food at a restaurant and asking for the check or bill are easily found in most textbooks for English at the adult, secondary, and even primary levels. Therefore, the example for developing a thematic unit in this article will focus on this commonly used topic for EFL instruction.

#### **Step 2. Choose a theme that is meaningful and relevant to students**

The most important aspects of choosing an appropriate theme are that it is interesting and meaningful to students and that it have potentials for real life application.

#### **Application: Eating out with friends**

In order to choose a theme that incorporates the commonly found topics in various textbooks mentioned in steps 1- ordering at a restaurant the audience and real-life communicative situation should be considered.

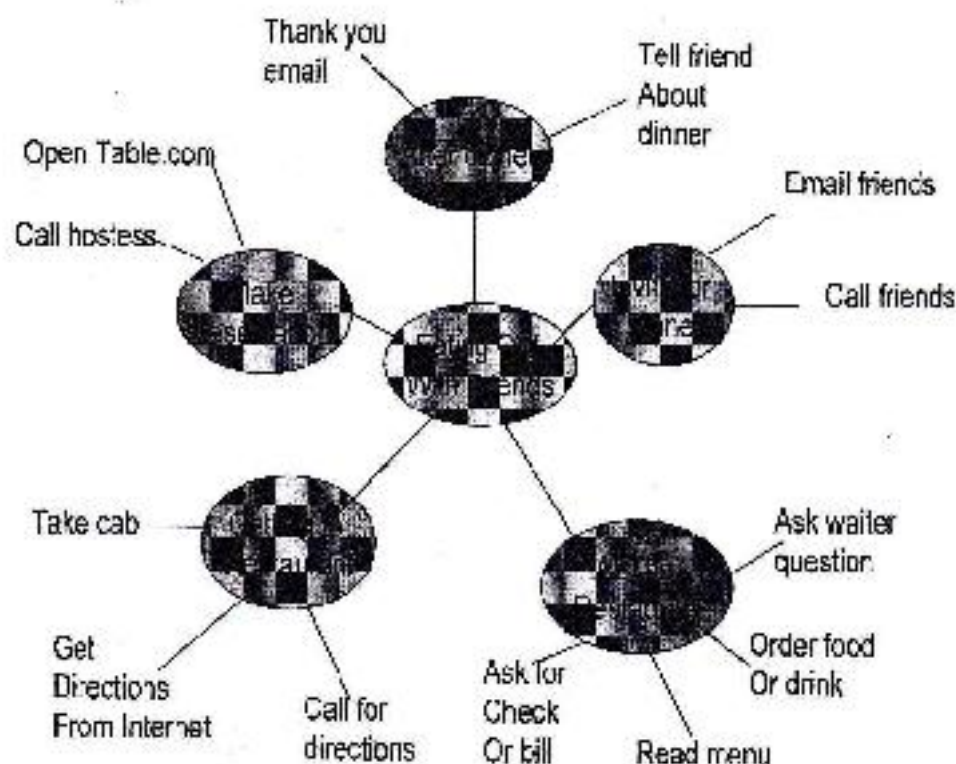
#### **Step 3: Brainstorming ideas that can incorporate real-life situation and tasks**

Using a web, chart, or list can be helpful to brainstorm ideas. The approach to brainstorming can be based on real-life tasks that are necessary for communication or based on different subject or content areas.



Application: Eating out with friends unit

Figure 1. Brainstorming real-life tasks with a web



**Step 4. Choose, Organize, and order the activities**

After brainstorming, ideas for a particular theme, it is good idea to put these ideas in a chart.

Figure 2: Organizing tasks email with a chart

Real-life Tasks	Skills	Language Content
Inviting through email and accepting an invitation	Reading, Writing	Letter form - greeting, body, signature Present Progressive/Future Tense I am going to... What are you doing on...? I am having... Will you be free...? Asking Opinion What kind of cuisine/food/restaurant do you prefer? Vocabulary: Cuisines, types of dining, price range, types of food and drink
Calling friends to go out and eat and accepting phone invitations	Listening, Speaking	Phone greetings and farewells Present Progressive/Future Tense I am going to... What are you doing on...? I am having... Will you be free...? Asking Opinion What kind of cuisine/food/restaurant do you prefer? Vocabulary: Cuisines, types of dining, price range, types of food and drink
Making a dinner	Listening,	Requesting/making reservation

reservation over the phone	Speaking	I would like to make a reservation for...on.... Would you like to....? How many in your party?
Finding a restaurant: Reading restaurant descriptions and sample menus on OpenTable.com	Reading, Writing	Scanning for information Vocabulary: Cuisines, types of dining, price range, party size, types of food and drink
Making an internet reservation OpenTable.com	Reading, Writing	Scanning for information Vocabulary: Cuisines, types of dining, price range, party size, types of food and drink
Finding directions to the restaurant through Google Maps (maps.google.com) and sending them to friends	Reading, Writing	Reading a map and directions Go straight...Turn left/right at.... Writing email to friends with a link to map and directions
Taking a cab and giving driver directions to your friend	Listening, Speaking	Giving directions: Imperative Go straight...Turn left/right at....
Calling the restaurant for directions and giving directions to your friend	Listening, Speaking	Giving directions: Imperative Go straight...Turn left/right at.... Discourse markers: First, Next, Then, Now, etc.
Reading a menu	Reading, Writing	Vocabulary: different food, drinks, cuisines
Ordering food from a waiter and asking for the check/bill	Listening, Speaking	Request I would like ...could we have...? Would you like....?
Writing a thank you email to friends and responding to a thank you email	Reading, Writing	Thank you letter form greeting, body, signature Thank you so much for.... I really appreciated.... Past Tense
Talking to another friend about the dinner	Listening, Speaking	Past Tense Discourse markers: First, Next, Then, Now, etc

#### Application: Eating out with friends unit

Based on the tasks chosen, the unit could then be planned as five consecutive lessons:

#### Thematic Unit: Eating Out With Friends

Lesson 1 : Inviting friends to dinner by phone

Lesson 2 : Using Open Table.com



(includes finding a restaurant and making a reservation)

Lesson 3 : Getting directions to the restaurant

Lesson 4 : Ordering food at the restaurant ( includes reading the menu)

Lesson 5 : After eating out with friends  
(includes thank you email and talking to a friend)

#### **Step 5. Incorporate projects that can encourage learner choice and autonomy**

Once you have chosen the activities and established the order of the activities, you can develop the project in which the learners can use the language communicatively by experiencing the language in a realistic situation.

There are two established goals for this project:

##### **Goal 1. Each group will prepare a restaurant and classmates will be their customers.**

Preparation of the restaurant will begin after students learn about different restaurants when using OpenTable.com or reading hard copy samples from that site. On Restaurant Day, the restaurants will be set up in different areas of the room, and students will take turns practicing English while making a reservation for a customer, and then hosting a group of friends eating out.

##### **Goal 2: Each group will go out with a group of friends in twos or threes.**

Students will first engage in inviting and accepting invitations, making reservations, and finding directions to the restaurants, which will occur during class time in the various lessons in the unit. On Restaurant Day, students will engage in a role play in which they eat at one of their classmates' restaurants. Finally, students will send thank you notes to each other and tell another friend what happened at dinner.

## **Conclusion**

Palembang traditional foods can support Palembang as cultural hub. Through culinary tourism, people will know more about Palembang. It means that foods can be used as our identity that can promote the region to the outside world. Moreover, in terms of English language teaching, the foods can be used as the valuable materials which can help maintain and preserve our cultures.

## **Suggestion**

The existence of Palembang traditional foods should be maintained well by the government and the citizens. It can be done by holding traditional foods festivals and supporting the traditional foods sellers to survive in this difficult financial situation.

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## ENGLISH ACHIEVEMENT OF NON ENGLISH STUDENTS OF SRIWIJAYA UNIVERSITY IN THE ACADEMIC YEAR OF 2007/2008

Irlina & Zuraidah

Jurusan Bahasa Inggris, Politeknik Negeri Sriwijaya

### ABSTRACT

The objectives of this study were aimed at describing the English proficiency of the non English major students at Sriwijaya University in the academic year of 2007/2008 and whether or not the English teaching has fulfilled the non English students' needs in learning English as a foreign language. Further, to identify the reasons if the teaching of English at the non English major programs has not fulfilled the students' needs. At first, the sample of this study was 390 students from 39 study programs out of 8 faculties. However, due to some technical problems, only 266 students of those 8 faculties participated in this study. Based on the results of the toefl test, it was found out that in general, the law faculty students got the highest average score (418.33) while the FKIP students got the lowest average score (372.61). The results of the questionnaire showed that most of the students felt that the teaching of English at their program had not fulfilled their needs (86%). This might be caused by some conditions. First, the methods used did not meet the students' expectation in which the students preferred to have discussion and presentation rather than lecturing. Second, there were too many students in one class. Third, only 7.3% of the students stated that they did not have any difficulties in learning English. It means 92.7% of the students still got difficulties in learning English. In addition, 39.7% students consider listening as the most difficult subject and 9.3% choose speaking. Fourth, the time allocated for English was not enough—the students might need 2 or 3 semesters to learn English at university.

Key words: English proficiency, non English major students

### INTRODUCTION

Mastering English as a means of communication is one of the significant achievement since English has been used as an international language for social, economics, education, etc. Philips (1992) in Li (2005:1) states that "English has dominant position in science, technology, medicine, and computer; in research, books, periodical, and software; in transnational business; trade, shipping, and aviation; in diplomatic field and international organization; in entertainment and mass media; broadcasting agent, and journalism; in culture and youth and sport, and in educational system as a foreign language which is learned worldwide.

Sriwijaya University as one of the institutions which provide the quality assurance in education especially in South Sumatera should actively participate in preparing its graduates who are not only professional in their major but also have other skills, such as English, computer, and others in order to prepare them to compete nationally and internationally.

Regarding the importance of English, the fact is that the quality of English teaching and learning of English as a foreign language at Sriwijaya University is still far from the expectation. Based on the writer's experience as one of the English lecturer for several years teaching English in several faculties in Sriwijaya University (since 1999 until now), it is perceived that the teaching and learning English especially for the non English students has not been managed seriously. This is in line with Ahmad (1999:46) who states that most of university managements (especially in



Sumatera) considered English as a complement subject only. Therefore, the teaching and learning process was done in order to meet the requirement only which is 2 credit hours.

As a comparison, China as one of the countries in Asia which has similar characteristics with Indonesia in terms of culture and socio economic background also experience similar problems related to the teaching and learning English, especially at university level. Among the problems faced by China in relation to the teaching and learning of English is the introvert characteristic of the people who learnt the language (Naizhao and Yanling, 2004:1), does not like challenging situation (Littlewood, 1996:45) in Naizhao and Yanling (2004:2), didactic type of teaching, product oriented and teacher-centered (Naizhao and Yanling, 2004:2), traditional type of learning (lanqing, 1996) in Naizhao and Yanling (2004:2), and the big ratio between the teacher and student which is 1:100 (Naizhao and Yanling, 2004:3).

As a response to this situation, starting from 1996, the government of China has been trying to improve the system of English teaching and learning by formulating three new policies (Naizhao and Yanling, 2004:3-4). First, publish new syllabus for English teaching and learning which focuses on active and effective method of teaching and learning rather than traditional type of learning. Second, as the follow up to the new syllabus, the English teaching and learning was applied to the appropriate level of students' cognitive, personality, and interest. The third, the non English students were obliged to study English for 2 years which was divided into two semesters. Furthermore, the students' achievement in learning English as a foreign language was measured by means of "National College English Test" (CET). This test consisted of the combination of the tests taken from each semester and standard test which comprehensively measured the students' English achievement. The implementation of this program had been found to significantly improve the students' English achievement.

In relation to this phenomenon, the writer would like to find out more information about non English students' English achievement of Sriwijaya University as the reflection of the limited teaching and learning facility as well as the limited time allocated. In addition, the writer also would like to know the needs of the students in improving their English proficiency. Therefore, the writer would like to conduct a research entitled "English Proficiency of Non English Students of Sriwijaya University in the Academic Year of 2007/2008".

### Problems

Based on the discussion above, the problems of this study were formulated in the following questions:

1. How is the English proficiency of the non English students of Sriwijaya University in the academic year of 2007/2008?
2. Has the teaching of English at the non English major programs fulfilled the students' needs in learning English as a foreign language?
3. If it has not, why?

### Objectives of the Study

Based on the problems above, the objectives of this study are:

1. To find out the English achievement of the non English major students of Sriwijaya University in the academic year of 2007/2008.
2. To find out whether the teaching of English at their major had fulfilled the students' needs and the reason if it has not.
3. To identify the reason why the teaching of English at the non English major programs has not fulfilled their needs in learning English

### Significance of the Study

This study is hopefully beneficial for the lecturers, students, and the institution. Those three elements would have an opportunity to find out the level of the students' English achievement as well as the students' needs and expectation in improving their English proficiency.



## **LITERATURE REVIEW**

### **Ability to Use English**

According to Jack, Platt, and Weber (1987:159) in his book entitled *Lingman Dictionary of Applied Linguistics*, the ability to use English can be defined in two different terms, language competence and language achievement. Language competence refers to "the ability in using a language for specific purposes" while "language achievement refers to the ability in using a language as a result of learning process". Proficiency refers to the level of skill possessed by someone in using a language, such as how good someone is in reading, writing, speaking, or understanding the language. Proficiency is usually measured by proficiency test, such as TOEFL (Test of English as a Foreign Language) for English.

### **The Teaching and Learning of English at University Level in Indonesia for Non English Major Students: Objectives and Problems**

English has been taught as a compulsory subject for non English major students. The time allocated for this subject is only 2 credit hours including in Sriwijaya University. In terms of the time of implementation, the teaching of English at Sriwijaya University was varied from one faculty to other faculty. In some faculties, English is taught at the first semester while others had English in the second semester. There is nothing wrong with when English is taught either in the first or second semester. However, there are at least two things that need to be questioned in relation to the teaching of English for the non English major students. First, what is the objective of the teaching of English for non English major students? Second, is the 2 credit hours allotted for English enough for the students to accommodate all the students' needs to learn and master English?

According to Reksodiputro and Tasman (1993:384) in Ahmad (1999:39), traditionally the students' need in learning English is related to the needs of reading English text book and other source of information which use English". In other words, the teaching of English at university level especially for the non English major students focused on the development of reading skills. However, the results of The Sumatran Undergraduate ELT Survey (SUELIS) in Ahmad (1999:40) states that the students' need in learning English is not only to read English text book but the students also need to learn English in order to get a job, understand lecture in English, to continue their study abroad, to combine the reading and communication skills, and to obey the rules".

Based on those statements, it can be concluded that there has been mismatch between needs, objectives and time allocated for the teaching of English at university level in which the 2 credit hours might not be able to accommodate most of the students' needs in learning English as a foreign language. In addition, the ratio between the lecture and the students which is 1:40-80 in each class make the condition became worse since the students do not have enough opportunities to learn the language optimally. Ahmad (1999:44) states that this type of English teaching and learning has never been exist even in the countries where English is used as a means of communication.

### **The Trend of English Teaching and Learning for the Non English Major Students**

Since the beginning of 1950s, the teaching and learning of English especially for the non English major students in many non English speaking countries, such as China, Japan, and Malaysia has been focusing on the teaching and learning of English for certain purposes or usually known as English for specific Purposes (ESP) (Anthony, 2003: 2).

There have been many debates regarding the definition of ESP and the differences between ESP and general English approach. Munby (1978) in Li (2005:2) states that ESP is all subjects in which the syllabus and the materials were determined based on the needs analysis of the learners. Dudley-Havans (1997) in Anthony (2003:2) modified the definition developed by Stevens (1998) about ESP by dividing ESP into two categories; absolute and variable characteristics. As an absolute characteristics, ESP: 1) is intended to fulfill the specific needs of the learners, 2) uses method and activities of the subject being learnt, and 3) focuses on language relevant to the activities of the subjects being learnt in terms of the grammar, lexical meaning, study skills,



discourse and certain categories of the subject being learnt. In terms of variable characteristics, ESP: 1) is related to or designed for certain knowledge or science, 2) in certain teaching situation, it can use different method which might be different from general English, 3) is designed for adult learners including the university students or certain profession although it can also be used to teach the high school students, 4) in general, it is designed for skillful and advance learners, and 5) most of the ESP teaching and learning provides the opportunity for the grammar learning of the language being learnt.

Based on the discussion above, there are two conclusions that can be derived. First, ESP was born as the answer for the demand and needs to use English effectively and efficiently, especially for the non English major students. Therefore, needs analysis is a must for the institutions which provide the English teaching and learning program. This would bring some consequences to the aspects of teaching and learning, such as curriculum and materials development, the readiness of the instructors to develop the materials which should be based on the specific subjects of the students' major, and the readiness of the learners themselves. In relation to the students' readiness, Dudley-Evans and John (1998) in Li (2005:2) and Gatehouse (2002:4) state that the learners should have been in the skillful or advance level. The second conclusion is related to the needs to learn from other countries which learn English as a foreign language. In those countries, such as China, English teaching and learning has been managed very well and serious attempt has been done in order to improve students' English proficiency.

## **METHODS OF RESEARCH**

This part describes: (1) methods of research, (2) population and sample, (3) techniques for collecting the data, and (4) techniques for analyzing the data.

### **Methods of research**

In this research, survey was applied in order to obtain certain data and characteristics of a group of people through the use of questionnaires, test or interview (Wallen and Fraenkel, 1991:290). Therefore, survey was applied in order to obtain the description of the English achievement of non English students of Sriwijaya University, their difficulties and needs in learning English.

### **Population and Sample**

#### **Population**

The population of this study was the 7<sup>th</sup> semester students of the 39 non English major programs in the academic year of 2007/2008 which was 3900 students.

#### **Sample**

The sample for this study was 10% of the population. Random sampling was applied in this study in which 10 students from the 39 study programs within the 8 faculties involved as the sample of this study.

### **Techniques for Collecting the Data**

In this study the data were collected through test and questionnaire.

#### **Test**

TOEFL (Test of English as a Foreign Language) was used to measure the students' English proficiency.

#### **Questionnaire**

In this study, two kinds of questionnaire was used to obtain information related to the difficulties the students have in learning English and the things that they need in improving their English mastery.



## Techniques for Analyzing the Data

The data were analyzed by using table of frequency in order to describe the results of the students' English proficiency test and the results of the questionnaire.

## FINDINGS AND DISCUSSION

### The Results of TOEFL Test

266 students out of 39 non English major program within the 8 faculties joined the TOEFL Test. The highest score (530) was obtained by the student from engineering faculty while the lowest score (263) was obtained by the student from Faculty of Teacher Training and Education (FKIP). In general, the law faculty students got the highest average score (418.33) while the FKIP students got the lowest average score (372.64). The average score of all faculties can be seen in the table 1 below.

**Table 1. Summary of the Students' TOEFL Score Average**

No	Faculty	Mean±SD	Maximum	Minimum
1	Faculty of Teacher Training and Education	372,64±42,67	460	263
2	Faculty of Science	383,04±27,92	437	337
3	Economic Faculty	416,80±39,96	502	333
4	Social and Politic Faculty	372,83±31,06	433	310
5	Agriculture Faculty	403,82±39,63	456	323
6	Law Faculty	418,33±32,34	476	367
7	Engineering Faculty	413,59±47,71	530	327
8	Medicine Faculty	399,17±41,89	467	350

#### *Toefl Score of Non English Major Student of FKIP Sriwijaya University*

Most of the students got low score which was 372,64 in average; 263 as the minimum score; 460 as the maximum score; and the standard deviation of 42,574.

#### *Toefl Score of Mathematics and Science Students of Sriwijaya University*

The average score was 383,04 with the minimum score of 337, maximum score of 437, and standard deviation of 27,929.

#### *Toefl Score of Economics Faculty Students of Sriwijaya University*

The average score was 416,80 with the minimum score of 333, maximum score of 502, and standard deviation of 39,961.

#### *Toefl Score of Agriculture Faculty Students of Sriwijaya University*

The average score was 403,82 with the minimum score of 323, maximum score of 456, and standard deviation of 39,630.

#### *Toefl Score of Social and Politics Faculty Students of Sriwijaya University*

The average score was 372,83 with the minimum score of 310, maximum score of 433, and standard deviation of 31,062.

#### *Toefl Score of Law Faculty Students of Sriwijaya University*

The average score was 418,33 with the minimum score of 367, maximum score of 476, and standard deviation of 32,340.

#### *Toefl Score of Engineering Faculty Students of Sriwijaya University*



The average score was 413,59 with the minimum score of 327, maximum score of 530, and standard deviation of 47,711.

#### ***Toefl Score of Medicine Faculty Students of Sriwijaya University***

The average score was 399,17 with the minimum score of 350, maximum score of 467, and standard deviation of 41.896.

#### **The Results of Questionnaire**

The results of the questionnaire showed that 72.3% respondents were satisfied with the teaching of English they got during the early semester while 23.8% of them were not. In terms of the teaching methods, 60.5% of the respondents preferred discussion, 35.5% preferred group or individual presentation, and only 4% preferred lecturing. However, 86% respondents stated that the teaching of English at their program had not fulfilled their needs and only 14% stated that it had fulfilled their needs. In terms of the importance of the language skills, 71% of the respondents stated the four the language skills were important in which 39.7% stated that Listening was the most difficult skill followed by speaking (9.5%). In terms of the difficulties in learning English, 40.5% of the respondents stated that they had difficulties, 59.4% stated that sometimes they got difficulties while 7.3% of them did not have difficulties. In terms of the number of students in class, 87.4% of the respondents stated that they studied English with more than 20 students in a class and 12.6% did not. In relation to the number of students in class, 47.5% of the respondents stated that they felt disturbed studying English with more than 20 students in class, 30.7% stated that sometimes they felt disturbed, and 21.5% did not feel disturbed. Regarding the time allocated for English, 33.7% of the respondents stated that they need to study English for 2 semesters, 25.2% need to study English for 2 or 3 semesters, and 41.1% need to study English sometimes for 2 or 3 semesters. In terms of the importance of English in getting a job, 93.3% of the respondents agreed that English was important and only 3.8% who stated that it was not. 53.3% respondents took English course in which 31.8% took English course for more than 1 year, 21.6% took English course for 1 year, and 16.6 took English course for 6 months. The summary of the responses toward the questionnaire can be seen in the following table.

**Table 2. Summary of the Students' Responses toward the Questionnaire**

No	Statement	Frequency
1	Students' perception toward the teaching of English as a foreign language at the non English study programs	
	a. Satisfied	72.3%
	b. dissatisfied	23.8%
2	Teaching methods preferred	
	a. discussion	60.5%
	b. group or individual presentation	35.5%
	c. lecturing	4%
3	Has the teaching of English at the non English study programs fulfilled the students' needs?	
	a. Yes	14%
	b. No	86%
4	Are all language skills important?	
	a. Yes	71%
	b. No	29%
5	Which one is the most difficult skill?	
	a. Listening	39.7%
	b. Speaking	9.5%



	c. Reading	
	d. Writing	
6	Do you have difficulties in learning English?	
	a. Yes	40.5%
	b. Sometimes	59.4%
	c. No	7.3%
7	Do you study English with more than 20 students in a class?	
	a. Yes	87.4%
	b. No	12.6%
8	Do you feel disturbed that you have to study English with more than 20 students in a class?	
	a. Yes	47.5%
	b. Sometimes	30.7%
	c. No	21.5%
9	How many semesters would be enough for you learn English at university?	
	a. 2 semesters	33.7%
	b. 2 or 3 semesters	25.2%
	c. Sometimes 2 or 3 semesters	41.1%
10	English is important for getting a job	
	a. Yes	96.3%
	b. No	3.8%
10	Do you take English course?	
	a. Yes	53.3%
	b. No	44.3%
11	How long did you take English course?	
	a. More than 1 year	31.8%
	b. 1 year	21.6%
	c. 6 months	16.6%

**The Results of Questionnaire of Faculty of Teacher Training and Education Students of Sriwijaya University**

In average, it was found out that (1) 88.8% students were satisfied with the teaching of English in the first semester while 11.2% students were not, (2) methods of teaching and learning English preferred by the students were discussion (50.5%), 37.4% were group or individual presentation (37.4%), and 12.2% lecturing (12.2%), (3) 75.7% students stated that the teaching and learning of English had not fulfilled their needs while 24.3% students stated that it had, (4) 47.7% students stated that all language skills are important, (5) however, the most difficult skill to learn was listening (53.5%), and (6) 54.2% students stated that sometimes they got difficulties in learning English, 43% stated that they got difficulties, and 3% stated that they did not get any difficulties. (7) 92.5% students stated that they study English with more than 20 people while 7.5% students stated they did not, (8) 43.9% students stated that learning English with large number of students was not a problem, 32.7% students stated that it was a problem, and 23.4% stated that sometimes it was a problem, (9) 33.6% students stated that 2 semesters are enough for English, 33.6% stated that English could be 2 or 3 semesters, 32.7% stated that sometimes 2 or 3 semesters for English, (10)



98.1% students agreed that English is important in getting a job while 1.9% stated that it was not important, (11) 57% students joined English course while 43% did not, (12) 28% students joined English course for more than 1 year, 25.2% joined English course for 1 year, and 18.7% joined English course for 6 months.

#### **The Results of Questionnaire of Mathematics and Science Students of Sriwijaya University**

It was found that (1) 71.4% students were satisfied with the teaching of English while 17.9% were not, (2) 75% students stated that discussion is the method preferred by the students and 25% preferred group or individual presentation, (3) 92.9% stated that the teaching of English had not met their needs while 7.1% stated that it had, (4) 78.6% stated that it was important to master the four language skills, (5) however, 42.9% stated that the most difficult skill was listening, (6) 57.1% students stated that sometimes they got some difficulties in learning English, 35.7% stated they got difficulties, and 7.1% stated that they did not get any difficulties, (7) 92.9% students stated that they studied English with more than 20 students in the classroom while 7.1% stated that they did not, (8) 60.7% stated that sometimes they felt disturbed, 21.4% stated that they felt disturbed, and 17.9% stated that they did not feel disturbed, (9) 35.7% stated that it was enough to learn English in two semesters, 32.1% in 2 or 3 semesters and 32.1% sometimes 2 or 3 semesters, (10) 96.4% agreed that English was very important in getting a job while 3.5% states that it was not, (11) 50% students joined English course and 50% did not, (12) 21.4% students joined English course for more than 1 year, 7.1% joined English course for 1 year, and 28% joined English course for 6 months.

#### **The Results of Questionnaire of Economics Faculty Students of Sriwijaya University**

The results of the questionnaire showed that (1) 68.3% students were satisfied with the teaching of English while 13.7% were not, (2) 75.6% students preferred discussion, 22% preferred group or individual presentation, and 2.4% preferred lecturing, (3) 87.8% stated that the teaching of English had not fulfilled their needs while 12.2% stated that it had met their needs, (4) 65.9% stated that all language skills are important, (5) however listening was the most difficult skill (42.9%), (6) 57.1% students stated that sometimes they got difficulties in learning English, 78% stated that they got difficulties, and 22% did not get difficulties, (7) 82.9% stated that they studied English with more than 20 students in the classroom while 17.1% stated they did not, (8) 68.3% stated that they felt disturbed with too many students in the classroom, 24.4% stated that they did not feel disturbed, and 4.9% stated that sometimes they felt disturbed, (9) 56.1% stated that it was enough to learn English for 2 semesters, 24.4% for 2 or 3 semesters, and 19.5% for sometimes 2 or 3 semesters, (10) 97.6% agreed that English is very important in getting a job while 2.4% did not, (11) 70.7% joined English course while 29.3% did not, (12) 34.1% joined English course for more than 1 year, 22% 1 year, and 24.4% for 6 months.

#### **The Results of Questionnaire of Social Politics Science Faculty Students of Sriwijaya University**

The results of the questionnaire showed that (1) 69.6% students were satisfied with the teaching of English while 30.4% were not, (2) 47.8% students preferred discussion and 52.2% preferred group or individual presentation, (3) 100% stated that the teaching of English had not fulfilled their needs, (4) 56.5% stated that all language skills are important, (5) however, among the most difficult skills were speaking (30.4%) and listening (30.4%), (6) 60.9% students stated that sometimes they got difficulties in learning English and 39.1% stated that they got difficulties, (7) 91.3% stated that they studied English with more than 20 students in the classroom while 8.7% stated they did not, (8) 43.5% stated that sometimes they felt disturbed with too many students in the classroom, 34.8% stated that they felt disturbed, and 21.7% stated that they did not feel disturbed, (9) 43.5% stated that it was enough to learn English for 2 semesters, 30.4% for 2 or 3 semesters, and 26.1% for sometimes 2 or 3 semesters, (10) 87% agreed that English is very important in getting a job while 13% did not, (11) 52.2% joined English course while 47.8% did not, (12) 17.4% joined English course for more than 1 year, 26.1% for 1 year, and 56.4% for 6 months.



**The Results of Questionnaire of Agriculture Faculty Students of Sriwijaya University**

The results of the questionnaire showed that (1) 81.8% students were satisfied with the teaching of English while 18.2% were not, (2) 45.5% students preferred discussion, 45.5% preferred group or individual presentation, and 9.1% lecturing, (3) 100% stated that the teaching of English had not fulfilled their needs, (4) 72.7% stated that all language skills are important, (5) however, among the most difficult skills were speaking (45.5%), (6) 63.6% students stated that sometimes they got difficulties in learning English and 36.4% stated that they got difficulties, (7) 90.9% stated that they studied English with more than 20 students in the classroom while 9.1% stated they did not, (8) 18.2% stated that sometimes they felt disturbed with too many students in the classroom, 72.7% stated that they felt disturbed, and 9.1% stated that they did not feel disturbed, (9) 45.5% stated that it was enough to learn English for 2 semesters, 18.2% for 2 or 3 semesters, and 36.4% for sometimes 2 or 3 semesters, (10) 90.9% agreed that English is very important in getting a job while 9.1% did not, (11) 54.5% joined English course while 45.5% did not, (12) 18.2% joined English course for more than 1 year, 53.6%.

**The Results of Questionnaire of Law Faculty Students of Sriwijaya University**

The results of the questionnaire showed that (1) 72.2% students were satisfied with the teaching of English while 25% were not, (2) 75% students preferred discussion, 25% preferred group or individual presentation, (3) 83.3% stated that the teaching of English had not fulfilled their needs while 16.7% stated that it had, (4) 75% stated that all language skills are important, (5) however, among the most difficult skills were listening (41.7%), (6) 50% students stated that sometimes they got difficulties in learning English, 41.7% stated that they got difficulties, and 8.3% stated that they did not have difficulties, (7) 58.3% stated that they studied English with more than 20 students in the classroom while 41.7% stated they did not, (8) 25% stated that sometimes they felt disturbed with too many students in the classroom, 58.3% stated that they felt disturbed, and 16.7% stated that they did not feel disturbed, (9) 25% stated that they need 3 semesters and sometimes 2 or 3 semesters (75), (10) 100% agreed that English is very important in getting a job, (11) 58.3% joined English course while 41.7% did not, (12) 58.3% joined English course for more than 1 year and 8.3% joined English course for 1 year.

**The Results of Questionnaire of Engineering Faculty Students of Sriwijaya University**

The results of the questionnaire showed that (1) 59.4% students were satisfied with the teaching of English while 40.6% were not, (2) 56.3% students preferred discussion and 43.8% preferred group or individual presentation, (3) 100% stated that the teaching of English had not fulfilled their needs, (4) 71.9% stated that all language skills are important, (5) however, among the most difficult skills were listening (40.6%), (6) 65.6% students stated that sometimes they got difficulties in learning English, 25% stated that they got difficulties, and 9.4% stated that they did not have difficulties, (7) 90.6% stated that they studied English with more than 20 students in the classroom while 9.4% stated they did not, (8) 28.1% stated that sometimes they felt disturbed with too many students in the classroom, 50% stated that they felt disturbed, and 21.9% stated that they did not feel disturbed, (9) 46.9% stated that they need 2 semesters, 12.5% for 2 or 3 semesters, and sometimes 2 or 3 semesters (40.6%), (10) 100% agreed that English is very important in getting a job, (11) 50% joined English course while 50% did not, (12) 43.8% joined English course for more than 1 year, 12.5% joined English course for 1 year, and 18.8% for 6 months.

**The Results of Questionnaire of Medicine Faculty Students of Sriwijaya University**

The results of the questionnaire showed that (1) 66.7% students were satisfied with the teaching of English while 33.3% were not, (2) 58.3% students preferred discussion, 33.3% preferred group or individual presentation, and 8.3% lecturing, (3) 100% stated that the teaching of English had not fulfilled their needs, (4) 100% stated that all language skills are important, (5) however, among the most difficult skills were listening (83.3%), (6) 66.7% students stated that sometimes they got difficulties in learning English, 25% stated that they got difficulties, and 8.3% stated that they did not have difficulties, (7) 100% stated that they studied English with more than 20 students in the classroom, (8) 41.7% stated that sometimes they felt disturbed with too many students in the



classroom, 41.7% stated that they felt disturbed, and 16.7% stated that they did not feel disturbed, (9) 8.3% stated that they need 2 semesters, 25% for 2 or 3 semesters, and sometimes 2 or 3 semesters (66.7%), (10) 100% agreed that English is very important in getting a job, (11) 33.3% joined English course while 46.7% did not, (12) 33.3% joined English course for more than 1 year, 8.3% joined English course for 1 year, and 25% for 6 months.

### **Discussion**

At first, the sample of this study was 390 students from 39 study programs out of 8 faculties. However, due to some technical problems, only 266 students of those 8 faculties participated in this study. Based on the results of the t-test, it was found out that the English proficiency of the non English students were still low with the minimum score of 263. This can be related to the results of the questionnaire which showed that most of the students felt that the teaching of English at their program had not fulfilled their needs (86%). This might be caused by some conditions. First, the methods used did not meet the students' expectation in which the students preferred to have discussion and presentation rather than lecturing. Second, there were too many students in one class. Third, only 7.3% of the students stated that they did not have any difficulties in learning English. It means 92.7% of the students still got difficulties in learning English. In addition, 39.7% students consider listening as the most difficult subject and 6.5% choose speaking. Fourth, the time allocated for English was not enough—the students might need 2 or 3 semesters to learn English at university.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusion**

The results of this study showed that the English proficiency of the non English major students of Sriwijaya University was still low. The teaching of English at the non English major programs had not fulfilled the students' needs in learning English as a foreign language. Finally, the students need more time to learn English for either 2 or 3 semesters.

### **Suggestions**

Since the English proficiency of the non English major students of Sriwijaya University was still low, it was suggested that:

1. The number of students in one class should not be more than 20 students;
2. Discussion and presentation should be used in the teaching and learning of English;
3. More time should be allotted for English (2 or 3 semesters).

This study might still have some weaknesses especially in relation to sampling and data analysis. Therefore, further study needs to consider those two aspects.

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classroom, 41.7% stated that they felt disturbed, and 16.7% stated that they did not feel disturbed, (9) 8.3% stated that they need 2 semesters, 25% for 2 or 3 semesters, and sometimes 2 or 3 semesters (66.7%), (10) 100% agreed that English is very important in getting a job, (11) 33.3% joined English course while 46.7% did not, (12) 33.3% joined English course for more than 1 year, 8.3% joined English course for 1 year, and 25% for 6 months.

## Discussion

At first, the sample of this study was 390 students from 39 study programs out of 8 faculties. However, due to some technical problems, only 266 students of those 8 faculties participated in this study. Based on the results of the test, it was found out that the English proficiency of the non English students were still low with the minimum score of 263. This can be related to the results of the questionnaire which showed that most of the students felt that the teaching of English at their program had not fulfilled their needs (86%). This might be caused by some conditions. First, the methods used did not meet the students' expectation in which the students preferred to have discussion and presentation rather than lecturing. Second, there were too many students in one class. Third, only 7.3% of the students stated that they did not have any difficulties in learning English. It means 92.7% of the students still got difficulties in learning English. In addition, 39.7% students consider listening as the most difficult subject and 5.5% choose speaking. Fourth, the time allocated for English was not enough—the students might need 2 or 3 semesters to learn English at university.

## CONCLUSIONS AND SUGGESTIONS

### Conclusion

The results of this study showed that the English proficiency of the non English major students of Sriwijaya University was still low. The teaching of English at the non English major programs had not fulfilled the students' needs in learning English as a foreign language. Finally, the students need more time to learn English for either 2 or 3 semesters.

### Suggestions

Since the English proficiency of the non English major students of Sriwijaya University was still low, it was suggested that:

1. The number of students in one class should not be more than 20 students;
2. Discussion and presentation should be used in the teaching and learning of English;
3. More time should be allotted for English (2 or 3 semesters).

This study might still have some weaknesses especially in relation to sampling and data analysis. Therefore, further study needs to consider those two aspects.

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## BUSINESS ADMINISTRATION STUDENTS' NEEDS IN LEARNING ENGLISH

Risnawati

Politeknik Negeri Sriwijaya, Jln Sriwijaya Negara, Bukit Besar, Palembang



### ABSTRACT

The study aims to identify students' needs in learning English. Through questionnaires, the students' needs could be elicited from 192 students, 37 graduate employees, 19 major subject teachers, and five English teachers of Business Administration (BA) department of Politeknik Negeri Sriwijaya. The questionnaire data were analyzed using means, percentages, t-test, and ANOVA and triangulated with the interview results. Four main conclusions can be drawn. First, ESP materials for academic and professional purposes are demanded in English courses because the BA students use four English skills concurrently with English courses for personal and academic purposes and subsequently for future job purposes. Second, the teaching of general English is still needed because the students lack mastery of language aspects (grammar, pronunciation, and vocabulary, particularly technical words) and of reception and production strategies. Third, language skills and knowledge of integration of a variety of in- and out-of-classroom activities. Fourth, the teaching of four language skills needs to be integrated in each semester; however, the teaching of general English, reading, and listening should be focused in lower semesters, whereas ESP, speaking, and writing should be emphasized in higher semesters.

Keywords: needs analysis, needs, English use, difficulties, wants

### INTRODUCTION

There have been several general acknowledgements of the place of needs analysis in curriculum design. As stated by Richards (1997:1), the process of curriculum development in language teaching consists of needs analysis, goal setting, syllabus design, methodology, and both testing and evaluation. In addition, Orr (1998) explains that the first step for curriculum development for English for specific purposes (ESP) is analyzing the specific learning needs of students which provides a basis for an ESP program. In short, needs analysis is the important and starting step in a curriculum design process; the results of needs analysis serve as a basis for formulating objectives, designing syllabus, selecting materials and activities, and testing.

However, there has been a tendency for syllabus designers and teachers to 'intuit' needs of students rather than to discover them. This issue has been noted by Perkan and Garip (1999) claiming that designing a course on the basis of the administrators' beliefs and interests or the teachers' perceived needs would not be a realistic approach; instead, learners' needs, requirements and interests should also be considered and it requires needs analysis of the learners. Richards (2001) suggests that the needs analysis should be the starting point for developing ESP programs. Accordingly, it is paramount to develop courses relevant to the learners' needs and interests.

Due to the importance of identifying and fulfilling students' needs, it is considered important to conduct needs analysis. In this paper, needs analysis is defined as systematic activities in obtaining and assigning value to information which is necessary to identify and validate learning-related needs of a particular group of learners and which the language curriculum design is based on.



Needs refer to things necessary or useful for the fulfillment of learning objectives. Hutchinson and Waters (1987:54-57) classify the language learners' needs into two: *learning needs* and *target needs*. The former refers to what the learners need to do in order to learn and the latter refers to what the learners need to do in the target situation. The analysis of the target needs in this research specifies English language skills and linguistic knowledge required to communicate effectively in real world settings that are determined by examining:

1. necessities: the demands of English in the target situations – in what situations and communicative activities English is needed;
2. lacks: difficulties in using English – what aspects constrain the students in using English; and
3. wants: what are actually needed – what kinds of learning activities the students feel they need in English courses.

There are two research questions. The first is "What are the students' needs in learning English at Business Administration (BA) department of Politeknik Negeri Sriwijaya (POLSRI)?" The second is "Are there any differences of the needs of the students in the second, fourth, and sixth semester?" The purposes of the present study are to identify the learners' needs in learning English at BA department of POLSRI and to compare the needs of the students in semesters two, four, and six. The investigation of the learners' English needs focuses on target needs carried out in the global level – the investigation of communicative situations in which the students need or will need to use English and English-related activities required in those situations. The analysis specifies English language skills and linguistic knowledge required to communicate effectively in real-world settings that are determined on the basis of English use, English difficulties, and wants concerning learning activities in English courses. The results of the need analysis are expected to contribute to the development of POLSRI, particularly to the English syllabus designers in readjusting the English syllabus and to the English teachers in selecting appropriate teaching materials and methods.

The research was carried out in Palembang, South Sumatera. It was a multi-site study because data were gathered from some places: POLSRI and some work settings available in Palembang. The work places include: one government office, one social institution, two universities, and some types of companies including: one hotel, one regional company, four banks, five foreign companies (supermarket, fast food restaurant, motorcycle dealer, plantation company, and pharmaceutical company), and four private companies. The respondents consisted of four groups: 192 students, 37 graduate employees, 19 major subject teachers, and five English teachers of BA department of POLSRI.

The instrumentation adopted in this study was a combination of self-designed questionnaires and interviews for unpacking data on students' needs in learning English including English use, English difficulties, and wants on learning activities in English courses. Four sets of questionnaires which were administered to different groups of respondents include:

1. questionnaire for BA students unpacks students' perceptions on their use of English, English difficulties, and wants on learning activities in English courses;
2. questionnaire for teachers of English examines teachers' views on students' use of English during English instruction and students' English difficulties;
3. questionnaire for BA teachers specifies teachers' views on students' use of English during major subject instruction; and
4. questionnaire for BA working graduates investigates the graduates' use of English for job application and employment in work settings.

The English use items mainly have a six-point scale: *always or almost always, usually, often, sometimes, seldom, and never or almost never*. Different from the items on English use, the items on English use for job application, English difficulties and wants have dichotomous choices; the choices are respectively *yes – no, difficult – not difficult, and want – not want*. Interviews were employed as an additional data-gathering instrument to obtain in-depth information which was not gained through questionnaires.

The data were analyzed quantitatively and qualitatively. The questionnaire data were analyzed using means and percentages. The mean or average score is used to analyze the data on English use (the answers to six-point scale items), whereas the percentage is used to analyze the



data on English use for job application, English difficulties, and wants (the answers to dichotomous choice items). Further analyses were based on t-test for independent samples and one-way ANOVA computed using the SPSS. The t-test was used to compare the students' and English teachers' perceptions on the students' English difficulties, whereas the ANOVA was used to compare English use, English difficulties, and wants of the students in semesters two, four, and six. Concerning the comparison of English use, only the students' English use perceived by the students themselves could be compared. The questionnaire findings were then triangulated with the interview results analyzed qualitatively. The final conclusions were based on both the quantitative and qualitative data. The conclusions derived from the findings of this study were, as Maxwell (1996:97) called, 'internal generalizability' the generalizability of conclusions were within the settings and groups studied.

## FINDINGS AND DISCUSSIONS

### Students' Needs in Learning English

The students' needs in learning English are interpreted on the basis of their English use, English difficulties, and wants on learning activities in English courses.

### English Use

The BA students use English in some settings: educational, domestic, future work, and other settings. Concerning educational settings, the students use English on campus of POLSR1, both inside and outside the classrooms, and at private English courses. The students employ four English skills in each setting but the skill mostly used varies from one setting to another.

The students' English skills are employed the most – the frequency is *usually* – in English classes. This happens because the teacher not only utilizes English as a medium of instruction but also encourages the students to use the target language. Such a condition is, of course, facilitative. In general, the teacher's effective use of English is a model of the target language use and maximizes English exposures which may, combined with the effect of the teachers' encouragement, increase the students' motivation to learn and use English. Specifically, the learners get benefits from the teaching of English through English, that is "not only do the learners have an ongoing demonstration of the importance of listening, but they also have continuous opportunities for integrating listening with other language and academic learning skills, and for using listening for authentic purposes" (Rost, 2001:12). Furthermore, Rost (1994:141-142 in Nunan, 2002:239) points out that listening is vital in the language classroom because it provides input for the learners; understanding input at the right level enables any learning to begin. The finding suggests that the students are required to have good listening comprehension skill.

In major subject classes, the students use English in small chunks. This condition occurs because the subject matter teachers seldom communicate in English. Among the four language skills, the reading skill is most widely used by the students; the frequency is *sometimes*. The students sometimes read such English written discourses as instructional materials, final test questions, and instructions. The use of English in the test questions for major subjects is an indication that one of efforts to create English atmosphere in the BA department is working. As explained by the BA department secretary, the BA department is trying to create English atmosphere; one of the ways is by encouraging the major subject teachers to write at least 20% of final test questions in English (unrecorded informal discussion with the secretary of BA department on March 5, 2005). The research result implies that the students are required to have good reading comprehension skill for academic purposes. This implication is in line with Kusni's (2004) finding that the reading comprehension skill for academic purposes is the most important skill to develop and the main focus in ESP courses.

Concerning the use of English in educational settings, some learners taking private English courses also use English at the courses. English is used for both receptive and productive communication.

Outside the classrooms, the BA learners also utilize English. Out of learning hours on campus, the learners use English simply for greeting or having small chats with friends and



teachers of English. In addition, some learners utilize English when they communicate with foreigners via internet or met in public places but the frequency is seldom. Furthermore, the students employ English in the domestic settings, generally for completion of learning tasks, practices, and pleasure.

BA alumni use English during the process of job recruitment. They wrote application letters in English, spoke English alternated with Bahasa Indonesia during job interview sessions, and took English tests. Types of questions in the English tests comprise vocabulary, reading comprehension, grammar, writing compositions, listening comprehension, and speaking.

Having been recruited in job places, the graduate employees also utilize English for job purposes but the English use is minimal. Among the four language skills, the reading skill is mostly used. English is occasionally needed for comprehending job-related literatures and instructions.

In future job settings, the current students will also use English like what is done by the BA graduate employees. For job application, the students will make use of linguistic knowledge (grammar, vocabulary) and four language skills for writing application letters, speaking during job interview sessions, and answering English test questions. For job employment, the students will use four English skills but the skill mostly used will be reading, for example reading job-related literatures and instructions. The prediction is based on the graduate employees' experience in using English for job application and employment. There are two reasons underlying the prediction. First, the graduate employees and the students have the same educational background. Second, the students' preferences on work places (particularly bank, private company, and foreign company) and job positions (particularly administrative staff, customer service officer, and secretary) are similar to the graduate employees' job places and positions. The findings suggest that for succeeding in the job market competition, the graduates are demanded to possess not only good academic skills but also adequate knowledge of English (vocabulary and grammar) and four English skills. In addition, good reading comprehension skill is required because English is mostly needed for reading purposes in professional contexts.

Regardless of the language settings, the students employ more English for receptive communication (listening and reading) than productive one (writing and speaking). English is used the most for listening purposes. For example, the BA students often use English to watch films and listen to English teachers, songs, and radio. The finding corresponds to what Rost (2001:7) states that the most widely used skill is listening. The second most use of English by the students is for reading purposes. The students sometimes use English for reading news, stories, instructions, formal letters, and literatures related to the study field and general knowledge. Such types of English use suggest that the students are required to have good listening and reading comprehension skills for personal and academic purposes.

In summary, the students use four English skills for academic, personal, and future job purposes. English is mostly needed for listening and reading purposes. However, they use English limitedly outside the English classrooms. The interpretation of the finding is very straightforward. The limited use of English is closely related to the status of English as a foreign language (EFL) in Indonesia. As stated by Juhli (1983:39), EFL serves "little communicative function for students once they finish the actual course" and "the use of English for any purpose outside the classroom is minimal and of short duration."

### **English Difficulties**

The BA students and the teachers of English have the same perception that the students encounter some difficulties when communicating in English, either in listening, reading, writing, or speaking ( $t = 0.623$ ,  $p > 0.05$ ).

"Comprehending the spoken form of the target language is one of the most difficult tasks for the language learner" (Paulston & Bruder, 1976:127 cited in Suparmin, 1997:222). The statement is corroborated by the present research finding that the BA students encounter difficulties in comprehending spoken English. Six major listening problems for the students are understanding rapid talks, understanding technical words, getting specific information, understanding sentence structure, remembering the information heard, and understanding pronunciation. Another problem is unfamiliarity of the information structure of oral discourses; the students simply listen and they



can not classify the main idea and supporting details. One of the English teacher respondent thinks that for overcoming the students' listening problems, their knowledge of the information structure needs to be developed. Concerning the students' difficulty in remembering the information heard, it might be related to what Ellis (1997:139 in Suryanti, 2002:47) states that a listening passage comes into a listener's ears in twinkling of an eye. The most difficult listening aspect for the BA students is comprehending rapid talks. It is in line with Suryanti's (2002:53) finding. According to Brown (2001:254), "Virtually every language learner initially thinks that native speakers speak too fast .... Learners will nevertheless eventually need to be able to comprehend language delivered at varying rates of speed and, at times delivered with few pauses."

When reading English texts, the BA students have four main problems including understanding technical words, getting specific information, understanding sentence structure, and comprehending the text rapidly. In addition, the students apply ineffective reading strategies – focus on words and often look up words in a dictionary. The most problematic aspect is understanding technical words. It seems that the problems are related one another. As stated by Gebhard (1995:210), some students, including advanced students, complain that they read too slowly because of one or a combination of these problems: too many new words, too complex grammar, unfamiliarity with the topic, and ineffective reading strategies – reading a word at a time and looking up many new words in a dictionary. The findings on the students' reading difficulties imply two things. First, the enrichment of syntactic and vocabulary knowledge is demanded because such knowledge is crucial to comprehend reading passages due to its fundamental contribution to process the language (Iskey, 1986 and Swaller, 1988 in Gebhard, 1996:217-218). Second, the knowledge of such reading strategies as guessing the meaning of words from context and reading for specific information is needed for reading comprehension. The implementation of the effective reading strategies, furthermore, can minimize the problems of vocabulary, specific information recognition, and slow reading.

When writing in English, the BA learners have four major problems including grammatical sentence formation, use of technical words, paragraph organization, and topic mastery; paragraph organization is the most problematic aspect. Those problems are also faced by some other college students majoring in English as found by some researchers (Alwasilah, 2004:104; Kareviati, 2004:i; and Mansyur, 2002:112). Referring to Byrne's (1983 in Kareviati, 2004:24) statement that for most people, writing is a difficult activity either in a mother tongue or in a foreign language, no wonder if any student has writing problems especially when writing in LFL. However, it is essential for the BA students to overcome their writing constraints because they use the writing skill for personal, academic, and future professional purposes although the use is minimal. The knowledge of grammar, vocabulary, and paragraph organization needs to be developed. Dealing with the students' problems of topic mastery, it can be solved by connecting writing activities and reading activities. By reading, the students can obtain important insights not only about subject matter that can be the topic of writing but also about how to write, as the result of observing written texts.

Speaking English is the other difficult communicative activity for the BA students. Seven serious speaking problems are grammatical sentence construction, use of technical words, systematization, fluency, topic mastery, bravery or confidence in speaking and use of common words. Another problem is speaking strategy; when asked to speak English, the students use the translation strategy; they tend to write, translate, and memorize scripts before speaking so that they lack spontaneity in speaking. The most problematic speaking aspect is grammatical sentence construction. Referring to the students' speaking problems, developing the knowledge of language aspects and speaking strategies is crucial because, as explained by Harris (1969, in Susanto, 2001:21), a speaker of a language has to possess knowledge of language elements (pronunciation, grammar, and vocabulary) and ability to perform social interaction by using linguistic knowledge. Having good knowledge of vocabulary and grammar not only produces language accuracy but also contributes to fluency and bravery or confidence in speaking. According to a student respondent and an English teacher respondent, lack of bravery or confidence in speaking is partly due to the limited vocabulary. Regarding the students' problems of topic mastery, it can be solved by relating



speaking activities to either listening or reading activities. By listening or reading relevant texts, the students can gain a lot of information to talk about.

### **Wants on Learning Activities**

The students want three main groups of learning activities: activities exploring language skills, activities exploring language aspects, and other activities supporting the development of language proficiency.

The activities exploring language skills include activities related to writing, speaking, listening, and reading. For increasing productive skills, the students favour to write formal letters and papers and to have such speaking activities as conversation, presentation, discussion, interview, and role play.

For developing the listening skill, the students need in-class live listening (through discussion and presentation) and listening through media (using audio and audio visual equipment). Indeed, either live listening or listening using media has its own merits. Harmer (2001:229-231) explains that live listening is a popular way of ensuring genuine communication in which the students can interrupt the speaker and ask for clarification, whereas listening using media allows the students to hear a variety of voices other than their own teacher's and give them an opportunity to know a range of different characters and situations, especially where real people are talking. Overall, listening activities, either listening with or without media and either intensive or extensive listening, not only provide the students with good opportunities to hear a variety of voices which may in turn increase their listening comprehension but also help them improve their pronunciation and speaking habits. Because watching films and listening to songs and radio are popular English-related communicative activities for the BA students, the teacher can make use of such authentic resources for the teaching purposes.

In term of the learning activities exploring the reading skill, the students prefer in and out-of-classroom reading activities that can be integrated with such production activities as discussion, presentation, and summary writing. The students' preferred reading activities imply two things. First, the students want to be successful learners by learning not only in the classrooms but also outside the classrooms. As reviewed by Jazadi (2004:8), the studies conducted by Lamb (2002) and Pickard (1996) indicate that successful learners in EFL context make use of out-of class English learning and exposures to maximize the opportunities in learning and practicing English. Therefore, Pickard recommends that classroom activities be supplemented with a range of out-of-classroom activities. Second, the students want to increase four English skills through learning activities that are planned in such a way for the skill integration. Brown (2001:232) exemplifies the integration of speaking, listening, reading, and writing skills in reading instruction by conducting such activities as discussing the topic to activate students' schemata, listening to the teacher's explanation about the text to be read, focusing on certain reading strategies, and writing a paraphrase of the reading passage. The teacher should take a particular notice of this finding. Although the reading instruction is focused in semester two (Ujihumli, Suroso, Rosidawati, 2000), the teacher needs to think carefully about how to include or relate reading activities to other activities. For example, the reading activity can be a pre-activity of the speaking or writing activity.

Concerning the activities exploring language aspects, the students want to learn or practise pronunciation, grammar, and vocabulary (both common and technical words). Obviously, the students' preferences on such activities result from their receptive and productive communication problems mainly because of low mastery of grammar, pronunciation, and vocabulary, particularly technical words.

Most of the students (91.15%) want pronunciation practice; such a preference might relate to their pronunciation problem for comprehending spoken English, especially delivered by native speakers. I fully agree with Jones (2002:185) asserting that "listening will continue to play a large part in pronunciation training, with perhaps more authentic listening tasks with a variety of accents." In line with Jones, Harmer (2001:185) claims that the key to successful pronunciation teaching is to have students listen and notice how English is spoken – either on audio or videotape or from the teachers themselves. I believe that the pronunciation training can be conducted independently by the learners. Listening to spoken English with a variety of accents and delivery



speed can benefit the learners, not only to their own understanding of spoken English (listening skill improvement), but also to their own oral production (speaking skill improvement).

Grammar remains the major headache and the importance of grammar learning is recognized by many BA students in all levels. This is an interesting finding when it is related to the issue of grammar teaching in ESP courses – students are supposed to have a good command of grammar in general English courses during their secondary schools. In addition, as explained by Kavaliauskiene and Uspaliene (2003), the current trend in communicative language teaching is to avoid teaching grammar or, if necessary, to minimize the amount of grammar teaching. However, the students' perceived wants can not be ignored because they relate to their motivation in the learning process (Hutchinson & Waters, 1987:57). The questions now are when the teaching of grammar should be given and what grammar items need to be taught. In term of what grammar items to be taught, it is important for the teacher to choose the grammar points which are relevant to the students' needs (Swan, 2002:14) determined based on their task performance – what specific problems they are experiencing (Richards, 2002:153; Loschky and Bley-Vroman, 1993 in Larsen-Freeman, 2001:39). In this case, it is necessary to conduct further research on grammatical analysis.

The students' preference on vocabulary learning gives a clear indication that the students are aware that vocabulary enrichment is the significant need in order to solve their communication problems partly due to the limited vocabulary. The students seem to agree with what Richards and Renandya (2002) claim that "vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write." For vocabulary development, Hunt and Beglar (2002:258) suggest three approaches to vocabulary teaching and learning. The approaches are incidental learning (learning vocabulary as the results of extensive reading and listening), explicit instruction, and independent strategy development (practicing guessing the meaning from context and training learners to use dictionaries).

For supporting the development of language proficiency, the students favour other activities, i.e.: language games, translation, and TOEFL practice. The use of language games does not only increase students' motivation and fun but also provide excellent practice for improving pronunciation, vocabulary, grammar, and four language skills. Referring to the students' preference on translation, it seems that the students want to practice their linguistic knowledge and language skills. According to Newmark (1982:18 in Yusrida, 2001:18), translation involves two communicative activities: comprehension (requiring linguistic knowledge of the source language and reading ability) and formulation (rewriting the obtained message in the target language). It means that the written translation can increase grammar and vocabulary knowledge as well as reading and writing skills. When the translation is conducted orally, it can also increase pronunciation and both listening and speaking skills. TOEFL practice is the most favourite activity among the other activities supporting the development of language proficiency. The students' preference on TOEFL practice might be related to the academic and job requirements. At the end of semester six, the BA students are to take TOEFL held by English department (unrecorded informal discussion with the secretary of BA department on March 5, 2005). In addition, some universities and companies give standardized English tests such as TOEFL to test applicants' English proficiency. I believe that TOEFL practice allows the students to improve their linguistic knowledge and language skills, thereby increasing their TOEFL scores.

### Comparison of Needs of Students in Different Semesters

In term of language necessities or the demands to use English, the three groups of students use English in the same settings: educational, domestic, future work, and other settings. In addition, the students conduct the same types of English-related communicative activities. Furthermore, regardless of the settings, they use English with the same frequency (sometimes) for overall activities ( $F = 1.895$ ,  $p > 0.05$ ). The condition might happen because the three groups of students have the same educational background and English exposures. However, when the English use was examined specifically based on the language settings, they use English with different frequencies ( $F = 4.559$ ,  $p < 0.05$ ). The significant difference exists between the second semester students and the sixth ones; in BA classes and in domestic settings, English is sometimes used by sixth semester students but seldom by the second ones. When examined based on the language skills, the three



groups of students are different in the frequency of English use for writing purposes ( $F = 17.881$ ,  $p < 0.05$ ). The highest level students use more English for writing purposes. For example, they use more English for writing diaries and personal letters. Such use of English is for personal purposes; they seem to be more aware of the importance of English. Another example is that the sixth semester students use more English for writing abstracts. Such use of English might be related to the academic requirement; the BA students in the last semester are obliged to write the abstract of the final research report in both Bahasa Indonesia and English (unrecorded informal discussion with the secretary of BA department on March 5, 2005).

Regarding lacks, the BA students in the three levels have an agreement of perceptions on their English difficulties ( $F = 1.214$ ,  $p > 0.05$ ). The three groups of students encounter the same problematic aspects which impede their communication, either in listening, reading, writing, or speaking. Six major listening problems for the students are understanding rapid talks, understanding technical words, getting specific information, understanding sentence structure, remembering the information heard, and understanding pronunciation; the most difficult aspect is comprehending rapid talks. When reading English texts, the students have four main problems including understanding technical words, getting specific information, understanding sentence structure, and comprehending the text rapidly; the most problematic aspect is understanding technical words. When writing in English, the learners have four major problems including grammatical sentence formation, use of technical words, paragraph organization, and topic mastery; paragraph organization is the most problematic aspect. Seven serious speaking problems are grammatical sentence construction, use of technical words, systematization, fluency, topic mastery, bravery or confidence in speaking, and use of common words; the most problematic aspect is grammatical sentence construction. Limited exposures to English outside the English classrooms might be one of the causes of the students' English difficulties. However, it is difficult to explain why the same problematic aspects are encountered by the students in three different levels. Of course, it requires further research to find out the reasons.

Dealing with wants, the three groups of students, in general, have different perceptions on wants concerning learning activities ( $F = 3.305$ ,  $p < 0.05$ ). Specifically, they have different perceptions on wants concerning the activities exploring language skills ( $F = 7.877$ ,  $p < 0.05$ ), particularly the activities exploring the productive skills ( $F = 9.804$ ,  $p < 0.05$ ); the significant difference exists between the students in semester six and those in semesters two and four. The sixth semester students want more types of learning activities exploring the productive skills than the second and fourth semester students. Compositions, summaries, formal letters, and papers are discourses which are favoured to write by the sixth semester students, but only formal letters and papers are preferred by the second and fourth semester students. In addition, conversation, presentation, discussion, speech, interview, and role play are favourite speaking activities for the students in level three, but delivering speech is not a favourite activity for the students in levels one and two. The sixth semester students' more preferred learning activities might be related to their more use of English for productive communication in order to fulfill personal, academic, and future job purposes. For example, dealing with personal purposes, the sixth semester students sometimes use English for writing diaries and personal letters. In addition, for fulfilling academic requirements, the last semester students are obliged to use English for writing the abstract of the final research report and for presenting the report orally (unrecorded informal discussion with the secretary of BA department on March 5, 2005). Furthermore, for fulfilling future job purposes, the last semester students will use English for job application – writing application letters, speaking during job interviews, and taking English tests – as immediately as possible after their graduation. However, although the students in the three levels have different perceptions on wants concerning overall learning activities, they want three main categories of learning activities: activities exploring language skills, activities exploring language aspects, and other activities supporting the development of language proficiency. The three groups of students have the same wants on activities exploring language aspects ( $F = 0.709$ ,  $p = 0.05$ ). More than 87% of the students in each group want to learn or practise pronunciation, grammar, and vocabulary (both common and technical words). The students in the three groups also have the same wants on other activities supporting the development of language proficiency ( $F = 0.696$ ,  $p = 0.05$ ). They favour translation,



TOEFL practice, and language games; the highest percentage of the students in each level want TOEFL practice. Obviously, the students' preferences on activities exploring language aspects and other activities supporting the development of language proficiency result from their receptive and productive communication problems mainly because of low mastery of grammar, pronunciation, and vocabulary, particularly technical words.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

The results show that three categories of needs are evident. The BA students use four English skills for academic, personal, and future job purposes. They, however, use English limitedly outside the English classroom. English is mostly needed for listening and reading purposes. However, the students encounter some difficulties when communicating in English, either in listening, reading, writing, or speaking, mainly due to low mastery of language aspects (grammar, pronunciation, and vocabulary, particularly technical words) and of reception and production strategies. Therefore, they want a variety of learning activities to be integrated one another and conducted inside and outside the classrooms. It is also found that in general, the students in different semesters have similarities in the three categories of needs. However, they have slight differences in language use and wants. Compared with the lower semester students, the highest semester students want more types of writing and speaking-related learning activities because they use more English for productive communication due to the academic and future job requirements in addition to their own personal needs.

Based on the research findings, four main conclusions can be drawn. First, the combination of ESP instructional materials for academic and professional purposes appears to be demanded in English courses because the BA students in semesters two, four, and six use four English skills concurrently with English courses for personal and academic purposes and subsequently for future job purposes. Second, the teaching of general English is likely to be needed in English courses because the students lack mastery of language aspects (grammar, pronunciation, and vocabulary, particularly technical words) and of reception and production strategies. Third, language skills and knowledge of language aspects and of reception and production strategies can be developed through the integration of a variety of in- and out-of-classroom activities. Fourth, the teaching of four language skills needs to be integrated in each semester; however, the English instruction in lower semesters need to be focused on general English, reading, and listening, whereas the English teaching in higher semesters need to be emphasized in ESP, speaking, and writing because general English and receptive skills provide solid foundations for ESP and productive skills respectively.

### Suggestions

Due to the limitation of this study, three suggestions are offered for further research. First, researchers who are willing to conduct a similar study are recommended to employ English tests and observations in addition to questionnaires and interviews as data gathering instruments. The analysis of test items which are problematic for the students can portray the students' real difficulties. The observations in major subject classrooms, in particular, and in workplaces, if possible, provide evidence of the way English is used in real world situations. Second, in addition to the analysis of the learners' target needs (necessities, lacks, and wants), the analysis of learning needs should also be conducted because both types of needs must be taken into account in conducting needs analysis. Third, it is recommended that future researchers conduct target needs analyses in further levels: rhetorical, grammatical rhetorical, and grammatical based on the result of the global level analysis.

For the development of POLSKI, particularly the development of English syllabus design and teaching and learning process, two main suggestions are delivered. First, it is suggested that the English syllabus designers and teachers pay adequate attention to the students' needs, as the result of this study. Second, for the purpose of validating the students' needs, they are recommended to conduct ongoing needs analyses because the needs might develop and change over time.



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### PENULISAN ABSTRAK

Abstrak berisi pernyataan ringkas, padat tentang ide-ide yang paling penting. Penulisan abstrak harus mencakup hal-hal sebagai berikut:

- Tujuan (*Purpose*)
- Permasalahan (*Problem/Research Question*)
- Metodologi (*Methodology*)
- Hasil (*Result*)
- Kesimpulan dan Saran (*Conclusion and Suggestion*)

Abstrak ditulis dalam Bahasa Inggris sampai dengan 200 kata dalam satu paragraph, tidak ada pengacuan terhadap pustaka, gambar dan rumus-rumus. Jumlah kata kunci sebanyak 3-5 kata.





