JURNAL HOLISTICS
HOSPITALITY AND LINGUISTICS

Contents:

J. Holistics

Redaksi menerima tulisan hasil penelitian atau kajian ilmiah yang berhubungan dengan ilmu kebahasaan, ilmu pengajaran bahasa dan kepariwisataan yang belum pernah dimuat pada majalah atau jurnal lain. Redaksi berhak mengubah naskah tanpa mengurangi makna isinya. Isi tulisan merupakan tanggung jawab penulis.

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Penerbitan Jurnal Holistic Volume 3 Nomor 5 menampilkan beberapa artikel penelitian dan kajian ilmiah dari dosen Politeknik Negeri Sriwijaya.

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Akhir kata, semoga pembaca dapat menikmati artikel pada edisi kali ini.

Redaksi

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DAFTAR ISI

THE CORRELATION BETWEEN LEARNING STYLE AND LISTENING ACHIEVEMENT OF ENGLISH EDUCATION STUDY PROGRAM STUDENTS OF SRIWIJAYA UNIVERSITY

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Abstract: The objective of this study is to find out whether or not there is a significant correlation between learning style and listening achievement of English Education Study Program Students of Sriwijaya University. The population of this study was the first semester, the third semester, the fifth semester, and the seventh semester students of English Education Study Program of Sriwijaya University in academic year 2009/2010. However, only the third and the fifth semester students were taken as the sample by using convenience sampling. A descriptive method was used in this study. Specifically, this study was a correlational study. The data were obtained by means of questionnaire and TOEFL listening test. The questionnaire showed that visual learning style was the most preferred learning style, followed by auditory learning style and kinesthetic learning style respectively. Meanwhile, the TOEFL listening test showed that most students were in Fair category (grade C). The data obtained were analyzed by using Chi-Square analysis. From the data analysis, it was found that there was no correlation between learning style and listening achievement of English Education Study Program Students of Sriwijaya University since the Chi-Square obtained (11.706) was smaller than the table value (15.507) at the significance level 0.05 and degrees of freedom of 8.

Keywords: Learning style, listening achievement

INTRODUCTION

This study focuses on the importance of listening skill to the students of English Education Study Program of Sriwijaya University. It is very important for them to have good listening skill because their classes are conducted in English. They may have difficulty to comprehend the material if they have weak listening skill. Furthermore, they will be left behind if they do not get the whole information that the lecturers give them. Having a good listening skill is also very important for the students since it is the foundation for other language skills. Jalongo (1990) says that because listening precedes the other language arts, it is the foundation for speaking, reading, and writing. Nunan (1998) cited in Sadighi & Zare (2006:1) believes that "listening is the basic skill in language learning. Without listening skill, learners will never learn to communicate effectively."

Because listening is very important for the English Education Study Program students of Sriwijaya University, they are supposed to master listening. That is why listening is taught since they are in the first semester until the fourth semester. In each semester, they have one course consisting of different credit hours. In the first semester, they have Intensive English Course (IEC) Listening which consists of four credits hours. Then, in the second semester, they have Listening Comprehension 1 which consists of three credits hours. Next, in the third semester, they have Listening Comprehension 2 which consists of three credits hours. And last, in the fourth semester, they have Listening Comprehension 3 which consists of two credits hours. Although they have studied listening for four semesters, they still have difficulty in it. It is reflected in their listening scores. Some students still get low scores. The writers believe it is caused by their learning style. Learning style is the way a person prefers to learn and process the information. Some students tend to learn through reading, other students tend to learn through listening and the others tend to learn through experiencing.

According to Hilliard (2001), learning styles are the characteristic ways in which an individual acquires, perceives, and processes information. Some people are best in processing information through seeing or reading a chart, diagram, or written text. Other people are best in

processing information through listening to the explanation. And the others are best in processing information through experiencing or touching, working, and movement. In addition, learning style, different to approaches to learning, is a term used to describe the attitudes and behaviors, which determine an individual's preferred way of learning. Most people are not aware of their learning style preferences (Honey & Mumford, 1992). There are three kinds of learning style, visual learning style, auditory learning style, and kinesthetic learning style. Visual students tend to learn through seeing or reading, auditory students tend to learn through listening, and kinesthetic students tend to learn through experiencing or touching, working, and movement. Learning style has nothing to do with intelligence or skills. It has to do with the way a person's brain works to learn and store information efficiently.

The writers believe that the way students absorb and process information affects their listening skill. The students who prefer to absorb and process information through listening might have a better listening skill than those who do not. It is because they are more accustomed to listening activity. They can absorb and process information well.

LITERATURE REVIEW

The Concept of Listening

Howatt and Dakin (1974) cited in Saricoban (1999) state that listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and vocabulary and grasping his meaning. Lunsteen (1979) cited in Jalongo (1990) defines listening as the process of by which spoken language is converted to meaning in mind. In addition, Jalongo (1992) cited in Eka (2006) concludes that listening involves three things: (1) hearing, (2) listening, and (3) auding.

Kitao (1999:1) states that listening skill is an active process of receiving, interpreting and responding the messages. Students of English call on different listening skills depending on whether their goal is to understand information, analyze and evaluative messages, or show sympathy for the feeling expressed by others in appreciating a performance.

Rost (1991:3-4) states that listening can be broken down into three skills: perception, analysis and synthesis skills. These skills make up a person's listening ability and they are presented on the following figure.

Synthesis skill
- Connecting linguistic cues and other cues

- Using background knowledge

Analysis skill
- Identifying grammar

- Identifying pragmatic unit

Listening Skill

Perception skill
- Discriminating sounds

- Recognizing words
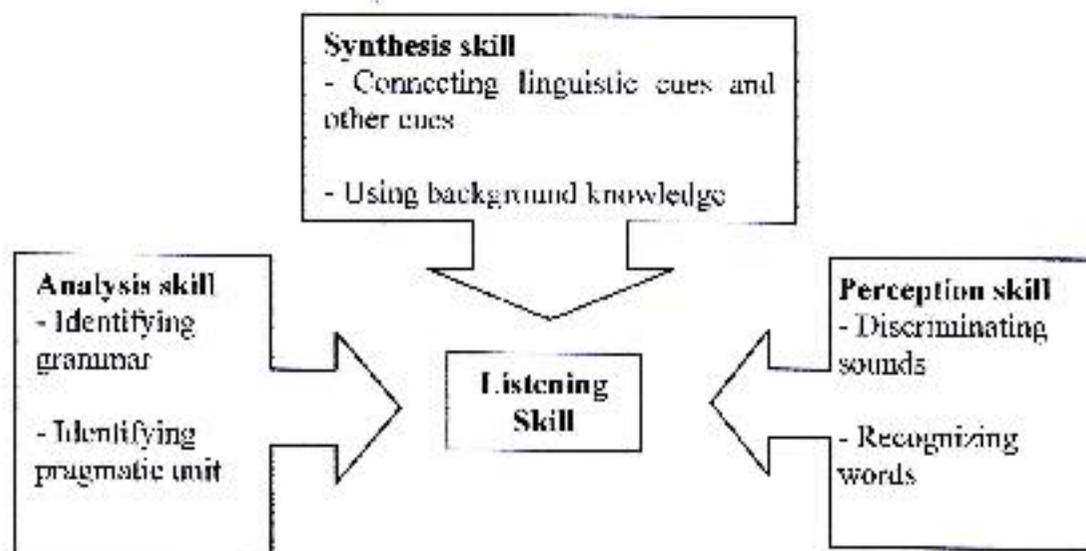
Willis (1981) cited in Yagang (1999) states that listening consists of some micro skills: (a) predicting what people are going to talk about, (b) guessing at unknown words or phrases without

panicking, (c) using one's knowledge of the subject to help one understand, (d) identifying relevant points and rejecting irrelevant information, (e) retaining relevant points (note taking, summarizing), (f) recognizing discourse makers e.g. *now, finally* etc, (g) recognizing cohesive devices such as *which, who* etc, (h) understanding different intonation patterns and uses of stress, which give clues to meaning and social setting, and (i) understanding inferred information.

Factors Affecting Listening Skill

There are eight factors that affect student's listening skill (Smith, 2002): (1) problems in hearing sounds or phonemes of English, (2) problems in stress and intonation, (3) attempts to understand everything, (4) inability to predict what will be said, (5) colloquial language and fast speech, (6) the pace of listening that can cause fatigue, (7) different accents, and (8) receptive system that help them to understand contextual and environmental clues.

The Concept of Listening Achievement

According to Hornby (1998:10), achievement is something achieved, something done successfully with effort and skill. Arikunto (1994) states that achievement is an ability or vivid capability which has been owned by individual after going through a certain experience or when it is applied by individual in certain condition. In this study, students' listening achievements are identified by using TOEFL listening test.

The Concept of Learning Style

Learning style is the way a person prefers to learn. Sometimes, this person enjoys with her or his way in learning. She or he feels comfortable in absorbing the information with her or his own way. According to Hilliard (2001), learning styles are the characteristic ways in which an individual acquires, perceives, and processes information. Learning style is the way in which each learner begins to concentrate on, process, absorb, and retain new and difficult information (Dunn and Dunn, 1999).

Although the students have the combination of learning styles, they usually have a dominant learning style or their own preference style. Others usually find that they use different styles in different circumstances. It does not matter if we sometimes use different styles in different circumstances. It is just the matter of preference of the way in learning or absorbing the information. Hilliard (2001) states that there are no right or wrong, or good or bad learning styles, just preferred styles.

The Types of Learning Style

There are three main types of learning styles: visual, auditory and kinesthetic. Most students learn best through a combination of the three types of learning styles, but everybody is different. Other students may enjoy learning with their dominant learning style. Here are the types of learning style according to Shepherd (1999) and Farewell (2000).

Visual Learning Style

In visual style, someone typically excels at using images, pictures, colors, video, diagram, overhead transparencies, handouts, and maps to structure information and communicate with others. They can easily visualize objects, plans, and outcomes in their mind's eye. They also have a good spatial sense, which gives them a good sense of direction. They can easily find their way around using maps, and rarely get lost. The whiteboard is a best friend for them. They love drawing, scribbling, and doodling, especially with colors.

The students need to see the teacher's body language and facial expression to fully understand the content of a lesson. They prefer sitting at the front of the classroom to avoid obstruction (e.g. people's head). They may think in pictures and learn best from visual displays. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

Auditory Learning Style

If the students use auditory style, they like to work with sound and music. They have a good sense of pitch and rhythm, and typically can sing, play a musical instrument, or identify the sounds of different instruments. Certain music invokes strong emotion. They also notice the music playing in the background movies, TV shows and other media. They often find themselves humming or tapping a song, a theme, or jingle pops into their head without prompting. Beside that, the auditory students will learn well in lecture settings, discussion, talking things through listening to what others have to say. Auditory students interpret the underlying meanings of speech through listening to tone of voice, pitch, speed, and other nuances. Written information may have little meaning until it is heard. These students often benefit from reading text aloud using tape recorder.

Kinesthetic Learning Style

If the students prefer in physical, it is likely that they use their body and sense of touch to learn and understand the world around them. It is pretty likely that they like sports and exercise, and other physical activities such as gardening or woodworking.

They like to think out issues, ideas, and problems while the teachers are giving exercises. They would rather go for a run or walk if something is bothering in them, rather than sitting at home. These students are more sensitive to the physical world around them. They notice and appreciate textures, for example in clothes or furniture. The also like "getting their hands dirty" or making models, or working out jigsaws.

These learners typically use larger hand-gestures and other body language to communicate. When they are learning a new skill or topic, they would prefer to "jump in" and play with the physical parts as soon as possible rather than reading or looking at diagrams about how it works. They learn best through a hands-on approach and may find it is hard to sit still for a long periods and may become distracted by their need for activity and exploration. They want to get up and move around.

METHODOLOGY

The method of the study was a descriptive one. Specifically, this study was a correlational study. A correlational study is a scientific study in which a researcher investigates associations between variables. The goal of correlation research is to find out whether one or more variables can predict other variables. Arikunto (1998:251) states that the objective of the correlation research is to find out whether or not relationship exists between the variables, to calculate the strength of the relationship, and to determine the significance of relationship.

The population of this study were the first, the third, the fifth, and the seventh semester students of English Education Study Program of Sriwijaya University in academic year 2009/2010. The sample was taken by using convenience sampling. Since the first semester students were not accustomed yet to dealing with TOEFL listening material and it was difficult to meet and gather the seventh semester students in a room because they were having teaching practice, there were only the third and the fifth semester students available. That was why only the third and the fifth semester students were taken as the sample. There were 79 students. However, only 66 students took the test.

To collect the data, two techniques were used. They were questionnaire and test. The questionnaire was used to find out the students' learning style and the TOEFL listening test was used to find out the students' listening achievement.

The questionnaire used was a ready made questionnaire taken from the internet (http://www.businessballs.com/vaklearningstylestest.html). It was written in English since the sample of this study was the students of English Education Study Program. The questionnaire consisted of 30 items. Each item had three choices (A, B, and C). Each choice described one learning style. Choice A described visual learning style, choice B described auditory learning style, and choice C described kinesthetic learning style. To identify the students' learning style, the writer counted choices answered by the students. If they mostly answered A, it meant they had Visual Learning Style. If they mostly answered B, they had Auditory Learning Style. And if they mostly answered C, they had Kinesthetic Learning Style.

For the test, TOEFL listening test material was applied. TOEFL test was used with a consideration that it is an appropriate test to measure EFL students' English achievement. According to Kiefer (2000), TOEFL is a standardized test in which the reliability and validity information is extensive. The TOEFL material was taken from Barron's Practice Exercises for the TOEFL written by Pamela J Sharpe. It consisted of 50 questions divided into three parts and in the form of multiple choices.

Table 1 The Indicator of Listening Scores

Category	Listening Score
Very good / A	86 - 100
Good / B	71 - 85
Fair / C	56 - 70
Poor / D	41 - 55
Fail / E	≤ 40

Source: Sriwijaya University Guidebook (2005)

Technique for Analyzing the Data

In analyzing the data, the writer used a chi-square statistic. A chi square can be used to compare one frequency distribution with another frequency distribution (Reaves, 1992). Meanwhile, a frequency distribution is a description of a variable measured on a nominal level, which lists the number of observation that fall into each of the possible categories. Mueller (1992) adds that chi-square is related to categorical variables. This analysis was used to find out whether independent variable (learning styles) related to dependent variable (listening achievement).

The formula of Chi-square test

$$X^2 = \sum \frac{(Fo - Fe)^2}{Fe}$$

Where:
Fo = the observed frequency in any cell
Fe = the expected frequency in any cell
X^2 = computed value of chi square

FINDINGS

The questionnaire results showed that each student had the three learning styles (visual, auditory, and kinesthetic), but they had only one style, which was the most dominant. In order to know which style was the most dominant, the writers counted choices answered by the students. If they mostly answered choice A, it meant that they had visual learning style, if they mostly answered choice B, they had auditory learning style, and if they mostly answered C, they had kinesthetic learning style. From the three styles, visual was the most preferred, followed by auditory and kinesthetic with total number 27(40.9%), 26(39.4%), and 13(19.7%), out of 66 students.

The students' listening achievement refers to the students' listening TOEFL test scores. It had 50 items which were divided into three parts and in the form of multiple choices. The highest score of the test was 100 and the lowest score was 0. Based on the test result, the students were categorized into five categories (Very Good, Good, Fair, Poor, and Fail).

From the listening test results, it was found that the highest score was 86 and the lowest score was 24. Most students' scores were in Fair category 30(45.5%), followed by Poor 25(37.9%), Good 8(12.1%), Fail 2(3.0%), and Very Good 1(1.5%), out of 66 students.

Table 2 The distribution of learning styles and listening achievement

		Learning styles			Total
		Visual	Auditory	Kinesthetic	
Students' Listening Achievement	Very Good	1(1.5%)	0(0%)	0(0%)	1(1.5%)
	Good	2(3.0%)	5(7.6%)	1(1.5%)	8(12.1%)
	Fair	13(19.7%)	12(18.2%)	5(7.6%)	30(45.5%)
	Poor	11(16.7%)	9(13.6%)	5(7.6%)	25(37.9%)
	Fail	0(0%)	0(0%)	2(3.0%)	2(3.0%)
Total		27(40.9%)	26(39.4%)	13(19.7%)	66(100%)

The Chi-Square analysis

Chi-square analysis was used to find out the relationship between variables (students' learning style and their listening achievement). It was also used to test the null hypothesis of the study, whether it was accepted or rejected. If the value of table distribution of probabilities > (greater than) the value of chi square analysis, the null hypothesis is accepted and the research hypothesis is rejected. The obtained chi-square (x^2) was 11.706 using 0.05 probability and degrees of freedom of 8, while the value of distribution x^2 was 15.507. The table value was > (greater than) the value of chi-square analysis. Therefore, the null hypothesis was accepted and the research hypothesis was rejected.

Table 3 Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Students' Listening Achievement * Learning styles	66	100.0%	0	.0%	66	100.0%

Tabel 4 Students' Listening Achievement * Learning styles Cross tabulation

			Learning styles			Total
			Visual	Auditory	Kinesthetic	
Students' Listening Achievement	Very Good	Count	1	0	0	1
		Expected	.4	.4	.2	1.0
	Good	Count	2	5	1	8
		Expected	3.3	3.2	1.6	8.0
	Enough	Count	13	12	5	30
		Expected	12.3	11.8	5.9	30.0
	Less	Count	11	9	5	25
		Expected	10.2	9.8	4.9	25.0
	Fail	Count	0	0	2	2
		Expected	.8	.8	.4	2.0
Total		Count	27	26	13	66
		Expected	27.0	26.0	13.0	66.0

Tabel 5 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.706(a)	8	.165
Likelihood Ratio	10.549	8	.241
Linear-by-Linear Association	1.124	1	.289
N of Valid Cases	66		

a 10 cells (66.7%) have expected count less than 5. The minimum expected count is .20.

Tabel 6 Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.388	.165
N of Valid Cases		66	

a Not assuming the null hypothesis.
b Using the asymptotic standard error assuming the null hypothesis.

DISCUSSION

Having analyzed the results of the questionnaire and students' listening test, it was found that the students' learning styles were not related to their listening achievement. The statistical analysis showed that the table value (15.507) was greater than the obtained chi-square (11.706) at the significance level 0.05 and degrees of freedom of 8. It meant that there was no correlation between the variables.

The insignificant result probably occurred since learning style was not the only one factor that affected the students' listening achievement. Some other factors have already been discussed in the previous chapter. The experience time of learning could also be one of the factors affecting the students' listening achievement. In other words, the longer the experience, the more knowledge they got. As well, another factor that should not be neglected was the condition of the students when joining the test.

The insignificant result not only occurred because learning style was not the only one factor affecting the students listening achievement, but also since it was not the most dominant factor affecting the students listening achievement. The writer assumed the difference experience time of learning was the most dominant one. It can cause the students to have difference experiences and knowledge. The difference knowledge, of course, causes them to have difference listening achievement. It is in line with Rost (1991:3-4) in which she includes synthesis skill consisting of using background knowledge as one of the skills making up a person's listening ability.

Considering the insignificant correlation between the students' learning styles and their listening achievement, the lecturers and the students do not have to pay much attention to them in affecting the students' listening achievement.

However, it should not be simply ignored. As already stated earlier, there were some characteristics of each learning style. Some of them can benefit students in facing listening course. If they can empower those characteristics, it will be helpful for them.

CONCLUSIONS

Three conclusions are drawn in this study. First, the results of the questionnaire showed that visual learning style was the most preferred, followed by auditory learning style and kinesthetic learning style respectively. Meanwhile, the results of the listening TOEFL test showed that most students were in Fair (grade C) category.

Second, the higher semester the students were in, the higher listening achievement they demonstrated. The mean score of the fifth semester students was higher than that of the third semester. This all could be caused by the differences of experiences and knowledge. In other

words, it is caused by the fact that the fifth semester students have learned more than the third semester students.

Finally, there was no correlation between the learning styles of the English Education Study Program Students of Sriwijaya University and their listening achievement. The table value (15.507) was found greater than the obtained chi-square (11.706) at the significance level 0.05 and degrees of freedom of 8.

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THE ROLE OF SYLLABUS:
THE DOCUMENTATION REQUIREMENTS OF ISO 9001:2008

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Abstract: Syllabus is the part of curriculum that have to be designed before the teacher conduct the teaching and learning activity. The syllabus design will become the teacher's written syllabus and document needed for the teacher to analyze the whole teaching and learning activity done for the semester and become a consideration for the next syllabus design as the follow up and better teaching and learning activity. For every education institution that has been preparing their institution to demonstrate conformity with the requirements of ISO 9001:2008, for the purposes of certification, contractual, or other reasons, is important to provide evidence of the effective implementation of the quality of the management system. The example of evidence provided is a complete document. Syllabus document is one of the evidence that have to be provided by the education institution.

Keywords: curriculum, syllabus, management quality system.

INTRODUCTION

One of the important aspects of planning a language course is determining the aims and outputs of the program. This is normally part of the process of curriculum development, i.e., the range of planning and implementation processes involved in developing or renewing curricula. These processes consist of needs analysis, planning learning outcomes, course organization, selecting and preparing teaching materials, and evaluation.

Curriculum has two important sides, i.e.: the curriculum as a document and the curriculum as an implementation (Sanjaya, 2008:151). The curriculum as a document refers to the written curriculum, which becomes the model that should be followed by the people who develop the curriculum including teachers. The curriculum as implementation refers to the reality of the operational curriculum implementation in the field.

In a perfect planning and implementation cycle, once a department has defined its objectives, all phases of the curriculum and each individual course would almost automatically cover all the bases needed to provide each student the opportunity to learn the essential components of those objectives.

The curriculum can be thought of as a body of knowledge codified by the academic disciplines and translated into course syllabuses, textbooks, and demonstration materials (Sergiovanni and Starratt, 2002:88). Every teacher follows a syllabus, but it may vary from being a pre-designed document to a day-to-day choice of content that the teacher regards as serving a course's particular aims (Breen, 2006:151). In this case, it means that the syllabus unfold as lessons progress. Sometimes, even though the syllabus has been designed, the implementation is not necessarily the same with the design itself. Moreover, Lie (2007:1) stated that the education policies, curricula and practices in the EFL classrooms do not always match consistently. In any case, not every course needs to attempt to cover all the objectives for the major. It is also pointed out by Posner (2004:4) that agreement on what students need to learn is not necessarily the same as agreement on curriculum, and even the agreement is woefully incomplete.

Despite of the issue of the difference between the syllabus design and its implementation, nevertheless, designing the syllabus is still needed and one of the important steps before the teacher conducts the teaching and learning activity. The syllabus design will become the teacher's written syllabus and document needed for the teacher to analyze the whole teaching and learning activity

done for the semester and become a consideration for the next syllabus design as the follow up and better teaching and learning activity.

The written syllabus as document is not only needed by the teacher but it is also needed by every education institution as their document for the evidence conformity. For every education institution that has been preparing their institution to demonstrate conformity with the requirements of ISO 9001:2008, for the purposes of certification, contractual, or other reasons, is important to provide evidence of the effective implementation of the quality of the management system (ISO 9001:2008).

CONCEPTUAL FRAMEWORK

Curriculum

The rapid development of science and technology brings many effects towards the life aspects, one of these aspects is the change of the school function as the educational institution. The school is not just demanded to give knowledge, but also to develop interest and trace, shape the moral and personality, and to help student master skills which are needed to face the competition in finding jobs. The new demands which are burdened to the school change the meaning of curriculum. Curriculum is not considered as subjects at school anymore, but also considered as the students' experience (Sanjaya, 2008:6). This opinion is accordance with Parkay and Stanford (1998:347), as they said said that curriculum plan refers to the experiences, both planned and unplanned, that enhance (and sometimes impede) the education and growth of students. But it has different view with the concept that considers curriculum as a program or plan for studying, that is expressed by BSNP (2006:3), that curriculum is a set of plans and organizations of aim, content, and subject material including the way used as the implementation guide of teaching and learning activity in order to achieve a certain education goal.

As the students' experience, Parkay and Stanford (1998:347) point out that there are four curricula that all students are experienced with:

1) Explicit curriculum. It refers to what a school intends to teach the students. This curriculum is made up of several components: (1) the goals, aims, and learning objectives the school has for all students, (2) the actual courses that make up each student's course of study, and (3) the specific knowledge, skills, and attitudes that teachers want students to acquire.

2) Hidden curriculum. It refers to the behaviors, attitudes, and knowledge the culture of the school unintentionally teaches students.

3) Null curriculum. We can consider it as the curriculum that we do not find in the schools.

4) Extracurricular/Cocurricular Programs. It includes school-sponsored activities such as music, drama, special interest clubs, sports, student government, etc

According to the writer, curriculum is not only about plan but also the implementation of the plan. Therefore, between curriculum as a plan and curriculum as an experience cannot be seperated. Since there are many defferent views about curriculum, Sergiovanni and Starrat (2002:88), points out four ways of thinking about curriculum:

1) Curriculum-as-planned. In curriculum-as-planned, the curriculum can be thought of as a body of knowledge codified by the academic disciplines and translated into course syllabuses, texbooks, and demonstration materials.

2) Curriculum-as-taught. In Curriculum-as-taught, the teacher may have developed clever ways to teach certain parts of the curriculum; other parts they teach with less creativity and verve.

3) Curriculum-as-learned. In curriculum-as-learned, some students find the material interesting, while others find it boring but tolerable in the short run. Still others have not learned the previous material well enough to build bridges to the new material.

4) Curriculum-as-tested. In curriculum-as-tested, the students are then tested on what they have learned and the tests cover only selected parts of curriculum thought to be representative of the material that should have been learned.

Syllabus

The syllabus involves an understood agreement between the students and instructor about what the students will be expected to learn, the processes utilized to help the students learn, and how the students will be evaluated. By reading the syllabus, the students know what to expect and where to concentrate their efforts to gain the most from the course. This opinion is accordance with Breen (2006:151) that defines a syllabus as a plan of what is to be achieved through teaching and learning. The syllabus identifies what will be worked upon by the teacher and students in terms of content selected to be appropriate to overal aims.

Having more specific definition, *Departemen Pendidikan Nasional (Depdiknas,* National Educational Department) (2003:23) defines that syllabus is the focus in arranging the instructional design, conducting the learning process and as the evaluation development. In order to make the definition from *Depdiknas* much more specific, since *BSNP* is us a guideline for teachers, then *BSNP* (2006:14) defines the term syllabus as a lesson plan for a/a group of a certain lesson(s)/theme including the standardized of competency, basic competency, subject material, teaching and learning activity, indicator, scoring, time allocation, source/material/studying equipment.

A well-written syllabus provides you with important information about a course including learning objectives, benefits to the student, contents to be covered, important dates, and the basis for determining your grade. We can find many approaches applied in syllabus design, which push them more closely to the reality of foreign language communication and consequently to more realistic teaching/learning programmes. According to Jureckov (1998:43), there are three main types of syllabuses, i.e.: structural, functional-notional, and procedural and task-based syllabus. According to Breen (2006:151), there are two main types of syllabuses, i.e.: task-based and process syllabus. According to Hutchinson and Waters (1989:85), there are eight types of syllabuses, i.e.: topic, structural/situational, functional/notional, skill, situational, functional/task-based, discourse/skills, and skills and strategies syllabus. The definition of the syllabuses above are listed below:

1) *Structural syllabus.* It represented a model of foreign language teaching at its beginning. It was selected and graded according to grammatical notions of simplicity and complexity, focusing only on one aspect of language-formal grammar.
2) *Functional-notional syllabus.* The content of the language teaching is a collection of the functions that are performed when language is used, or of the notions that language is used to express.
3) *Situational Syllabus.* The content of language teaching is a collection of real or imaginary situations in which language occurs or is used. A situation usually involves several participants who are engaged in some activity in a specific setting.
4) *Skill-Based Syllabus.* The content of the language teaching is a collection of specific abilities that may play a part in using language. Skills are things that people must be able to do to be competent in a language, relatively independently of the situation or setting in which the language use can occur.
5) *Procedural and task-based syllabus.* The content of the teaching is a series of complex and purposeful tasks that the students want or need to perform with the language they are learning.
6) *Content-Based-Syllabus.* The primary purpose of instruction is to teach some content or information using the language that the students are also learning.

According to Breen (2006:151), any syllabus ideally should provide:

- A clear framework of knowledge and capabilities selected to be appropriate to overall aims
- Continuity and a sense of direction in classroom work for teacher and students
- A record for other teachers of what has been covered in the course
- A basis for evaluating student's progress
- A basis for evaluating the appropriateness of the course in relation to overall aims and students needs identified both before and during the course
- Content appropriate to the broader language curriculum, the particular class of learners, and the educational situation and wider society in which the course is located

To meet these requirements, syllabus designers including teachers who develop their own syllabuses apply principles to the organization of the content which they intend the syllabus to cover. Breen (2001:152) states that these principles can be expressed as questions as follows:

1) What knowledge and capabilities should be focused upon? A syllabus may give priority to linguistic or broader communicative knowledge and focus upon one or all four skills (reading, speaking, writing and listening) or, more broadly, problem-solving or negotiation.

2) What should be selected as appropriate content? Given a linguistic focus which particular structures and vocabulary should be covered or, given a communicative focus, which particular uses of language or types of tasks should be selected?

3) How should the content be subdivided so that it can be dealt with in manageable units? In other words, what is selected as content may be broken down to contributory or constituent parts for ease of teaching and learning, in real time.

4) How should the content be sequenced along a path of development? A syllabus may adopt a step-by-step progression from less to more complex knowledge and capabilities, or it may be cyclic where earlier knowledge and capabilities are revisited and refined at later points.

Syllabus Components

In the syllabus, the terms goal and aim are used interchangeably to refer to a description of the general purposes of a syllabus and objective to refer to a more specific and concrete description of purposes. As cited in Richards (2002:17), aims and objectives are used as the terms of the syllabus outcomes.

• Aims

An aim refers to a statement of a general change that a program seeks to bring about in learners. The purposes of aim statements are to provide a clear definition of the purposes of the program, guidelines for teachers, learners, and materials writers, a focus for instruction, and to describe important and realizable changes in learning.

In developing aim statements, it is important to describe more than simply the activities that students will take part. For example: Students will learn how to write effective business letters for use in the hotel and tourism industries.

• Objectives

In order to give a more precise focus to program goals, aims are often accompanied by statements of more specific purposes. These are known as objectives, they are also sometimes referred to as *instructional objectives* or *teaching objectives*.

Syllabus Design

Syllabus design is concerned with the selection, sequencing and justification of the content of the curriculum. In general, there are four main trends in current syllabus design (Breen, 2001:158): (1) Outcomes-based or Competency-based planning; (2) The organization of the syllabus presented through tasks and subdivided and sequenced as tasks; (3) Shared decision-making through negotiation between teacher and learners; (4) The recent identification of different syllabuses which may serve a range of appropriate language-learning aims. This implies a weakening of the distinctions between the types of syllabus that typified the end of the twentieth century.

These trends suggest that plans for what is to be achieved through teaching and learning which genuinely integrate form, function, task and process in different ways will multiply. In addition to ongoing extensions and refinements to these four terms, one feature of this evolution may be the closer integration of syllabus design within the whole language curriculum (it aims, content, methodology and evaluation) and within broader educational curriculums. This would locate design of the syllabus within language pedagogy rather than it being identified as a separable undertaking.

The Function of the Syllabus

A well-designed syllabus performs many functions for the instructor and for the student: it outlines course expectations, organizes information, sets the tone for class interactions, and guides student learning. A carefully constructed syllabus helps prevent misunderstandings as to course

goals and objectives, assessment and evaluation standards, grading policies, and student or faculty behavior.

According to Casella (2003:1) the syllabus functions: (1) as a road map to guide the teaching and learning process; (2) as an organizational tool to help manage the teaching and learning processes; (3) as a contract to ensure that all parties are clear on the expectations and responsibilities associated with the course

ISO 9001:2008

ISO (the International Organization for standardization) is a worldwide federation of national standards bodies. The work of preparing International Standards is normally carried out through ISO technical committees. ISO 9001 was prepared by Technical Committee ISO/TC 176, *Quality management and quality assurance*, Subcommittee SC 2, *Quality systems*.

ISO 9001:2008 Documentation Requirements

ISO 9001:2008 clause 4.1 *General requirements* requires an organization to "establish, document, implement, and maintain a quality management system and continually improve its effectiveness in accordance with the requirements of this International Standard"

Clause 4.2.1 *General* explains that the quality management system documentation shall include:

- documented statements of a quality policy and quality objectives;
- a quality manual
- documented procedures required by this International Standard
- documents needed *by the organization* to ensure the effective planning, operation and control of its processes, and
- records required by this International Standard;

The notes after Clause 4.2 make it clear that where the standard specifically requires a "documented procedure", the procedure has to be established, documented, implemented and maintained. It also emphasizes that the extent of the Quality Management System (QMS) documentation may differ from one organization to another due to:

- the size of organization and type of activities;
- the complexity of processes and their interactions, and
- the competence of personnel.

All the documents that form part of the QMS have to be controlled in accordance with clause 4.2.3 of ISO 9001:2008, or, for the particular case of records, according to clause 4.2.4.

Guidance on Clause 4.2 of ISO 9001:2008

The following comments are intended to assist users of ISO 9001:2008 in understanding the intent of the general documentation requirements of the International Standard.

a) **Documented statements of a quality policy and objectives:**
   - Requirements for the quality policy are defined in clause 5.3 of ISO 9001:2008. The documented quality policy has to be controlled according to the requirements of clause 4.2.3.
   Note: Organizations that are revising their quality policy for the first time, or in order to meet the amended requirements in ISO 9001:2008, should pay particular attention to clause 4.2.3 (c), (d) and (g).
   - Requirements for quality objectives are defined in clause 5.4.1 of ISO 9001:2008. These documented quality objectives are also subject to the document control requirements of clause 4.2.3.

b) **Quality Manual:**
   - Clause 4.2.2 of ISO 9001:2008 specifies the minimum content for a quality manual. The format and structure of the manual is a decision for each organization, and will depend on the organization's size, culture and complexity. Some organizations may choose to use the quality manual for other purposes besides that of simply documenting the QMS
   - A small organization may find it appropriate to include the description of its entire QMS within a single manual, including all the documented procedures required by the standard.

- Large, multi-national organizations may need several manuals at the global, national or regional level, and a more complex hierarchy of documentation.
- The quality manual is a document that has to be controlled in accordance with the requirements of clause 4.2.3.

c) **Documented procedures:**
- ISO 9001:2008 specifically requires the organization to have "documented procedures" for the following six activities:
  4.2.3 Control of documents
  4.2.4 Control of records
  8.2.2 Internal audit
  8.3 Control of nonconforming product
  8.5.2 Corrective action
  8.5.3 Preventive action
- These documented procedures have to be controlled in accordance with the requirements of clause 4.2.3
- Some organizations may find it convenient to combine the procedure for several activities into a single documented procedure (for example, corrective action and preventive action). Others may choose to document a given activity by using more than one documented procedure (for example, internal audits). Both are acceptable.
- Some organizations (particularly larger organizations, or those with more complex processes) may require additional documented procedures (particularly those relating to product realization processes) to implement an effective QMS.
- Other organizations may require additional procedures, but the size and/or culture of the organization could enable these to be effectively implemented without necessarily being documented. However, in order to demonstrate compliance with ISO 9001:2008, the organization has to be able to provide objective evidence (not necessarily documented) that its QMS has been effectively implemented.

d) **Documents needed by the organization to ensure the effective planning, operation and control of its processes:**
- In order for an organization to demonstrate the effective implementation of its QMS, it may be necessary to develop documents other than documented procedures. However, the only documents specifically mentioned in ISO 9001:2008 are:
  - Quality policy (clause 4.2.1.a)
  - Quality objectives (clause 4.2.1.a)
  - Quality manual (clause 4.2.1.b)
- There are several requirements of ISO 9001:2008 where an organization could add value to its QMS and demonstrate conformity by the preparation of other documents, even though the standard does not specifically require them. Examples may include:
  - Process maps, process flow charts and/or process descriptions
  - Organization charts
  - Specifications
  - Work and/or test instructions
  - Documents containing internal communications
  - Production schedules
  - Approved supplier lists
  - Test and inspection plans
  - Quality plans
- All such documents have to be controlled in accordance with the requirements of clause 4.2.3 and/or 4.2.4, as applicable

DISCUSSION

It is stressed that ISO 9001 requires a *"Documented quality management system"*, and not a *"system of documents"*. Syllabus is considered as one of many important documents needed for

the education institutions that are in the process of implementing a Quality Management System and wish to meet the requirements of ISO 9001:2008. While the teaching and learning is in its on going process, syllabus will become an active document and be needed to control the teaching and learning activity. In the other hand, while the teaching and learning for the semester is finish, the syllabus will become a record document and an evaluation for the next syllabus design. The role of syllabus as documentation required by ISO 9001:2008 and the clauses used for the reference are shown in the table below:

Clause	Record required
5.6.1	Management reviews
6.2.2 e)	Education, training, skills and experience
7.1 d)	Evidence that the realization processes and resulting product fulfil requirements
7.2.2	Results of the review of requirements related to the product and actions arising from the review
7.3.2	Design and development inputs relating to product requirements
7.3.4	Results of design and development reviews and any necessary actions
7.3.5	Results of design and development verification and any necessary actions
7.3.6	Results of design and development validation and any necessary actions
7.3.7	Results of the review of design and development changes and any necessary actions
7.4.1	Results of supplier evaluations and any necessary actions arising from the evaluations
7.5.2 d)	As required by the organization to demonstrate the validation of processes where the resulting output cannot be verified by subsequent monitoring or measurement
7.5.3	The unique identification of the product, where traceability is a requirement
7.5.4	Customer property that is lost, damaged or otherwise found to be unsuitable for use
7.6 a)	Basis used for calibration or verification of measuring equipment where no international or national measurement standards exist
7.6	Validity of the previous measuring results when the measuring equipment is found not to conform to requirements. Results of calibration and verification of measuring equipment
8.2.2	Internal audit results and follow-up actions
8.2.4	Indication of the person(s) authorizing release of product.
8.3	Nature of the product nonconformities and any subsequent actions taken, including concessions obtained
8.5.2 e)	Results of corrective action
8.5.3 d)	Results of preventive action

CONCLUSION

Syllabus as the document requirement for ISO 9001:2008 holds the important role for education institution. Since the management quality system always ask a complete document as the evidence. Therefore, syllabus documentation process should be observed and controlled by the person who is in charge for this process, i.e. the head or the secretary of each department. It is important to identify the process necessary for the effective implementation of the quality management system, understanding the interactions between this process and document the process to the extent necessary to assure the effective operation and control.

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ENGLISH MASTERY OF STUDENTS OF
ENGINEERING FACULTY SRIWIJAYA UNIVERSITY
ACADEMIC YEAR 2010/2011

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Abstract: This study aims at finding out English mastery of students of Engineering Faculty Sriwijaya University academic year 2010/2011. Research instrument was in the form of test given to 518 students. The result shows that the majority of students (79.54% or 412 students) still have a problem to get the minimum score of TOEFL-like test as required by Engineering Faculty Sriwijaya University. The Students' English mastery is relatively problematic if they just learn English based on the curriculum or if they do not learn English at all during their formal lectures. This problem can be overcome if students learn English independently during their lectures. TOEFL-like test scores required by Engineering Faculty Sriwijaya University still needs to be improved in order to achieve the demand of Sriwijaya University as a world class university in the future.

Keywords: TOEFL-like test, English

INTRODUCTION

English is one of the languages that has been widely accepted as an international language for various purposes. This means that English has been widely used as a means of communication in various sectors of human life in the world. As a result, either directly or indirectly, English has been taught to many people in the world.

In Indonesia, English language teaching conducted in both formal and non-formal education. Teaching English in the formal education sector was carried out starting from elementary school up to college. At this time, the status of English teaching in primary schools (SD) is still an optional subject while the status of English teaching in junior high school (SMP) and Senior High School (SMA) or Vocational School (SMK) is a compulsory subject. The status of English Teaching in college is different from the status of English teaching in elementary, junior high and high school / vocational school. The difference lies in the flexibility of the English language teaching itself. In college, English language instruction tailored to the needs of the department or study program at their respective colleges. Until recently, in the department or study program in college, teaching English can be in the form of compulsory subjects or optional subject. Even there can be a department or study program that does not list English as subject to be taught.

LITERATURE REVIEW

Sriwijaya University as one of the state universities in Indonesia also applies the same policy: whether English teaching is necessary or not depends on the existing majors and study programs. Engineering Faculty as one the faculties in Sriwijaya University implements English as one of the compulsory subjects in the Personality Development Course Group (MPK) for the Department of Electrical Engineering, Mechanical Engineering, Chemical Engineering, and Mining Engineering. However, English is not taught to Architecture and Civil Engineering students. The credit for English in Electrical Engineering, Mechanical Engineering, and Chemical Engineering is 2. While the credit for Mining Engineering Department is 6. The Distribution of English credits can be seen in Table 1 below.

Table 1. English Credit Semester for Strata 1 in the FT Unsri

Major	Credit
Electrical Engineering	2
Mechanical Engineering	2
Chemical Engineering	2
Mining Engineering	6
Technical Architecture	0
Civil Engineering	0

Sources: Handbook of Academic and Student Affairs Unsri, 2010

Starting from the academic year 2006/2007, Sriwijaya University has implemented a policy for all students accepted at Sriwijaya University that they must follow the TOEFL-like test. This test is conducted by the Language Institute of Sriwijaya University before the first semester of college starts. As the implementation of the national policy for English teaching and in order to make the Sriwijaya University as an international university (world class university), starting from the academic year 2009/2010 with decree No. 042/H9/DT.Kep/2009 dated June 10, 2009 Rector of Sriwijaya University requires all students of Sriwijaya University to have minimum standard of English proficiency when they join their thesis exam at the end of their studies. This English proficiency is measured by a TOEFL-like test conducted by the Institute of Languages University of Sriwijaya (Unsri, 2009:27-28). The minimum TOEFL-like test scores based on the Decree of the Rector of the University of Sriwijaya for all students FT Unsri starting form academic year 2009/2010 are presented in Table 2 below.

Table 2. Minimum English Achievement Target of FT Unsri Students Starting from academic year 2009/2010 using TOEFL-like test   standard

Major	TOEFL Score
Electrical Engineering	400
Mechanical Engineering	400
Chemical Engineering	425
Mining Engineering	425
Technical Architecture	450
Civil Engineering	450

Sources. Handbook of Academic and Student Affairs Unsri, 2009:28

The minimum TOEFL-like test scores for all students in all majors in academic year 2010/2011 in Table 2 above are pre-elementary level for Electrical Engineering and Mechanical Engineering, Elementary level for Chemical Engineering and Mining Engineering, and Pre-intermediate level for Architectural Engineering and Civil Engineering (see Table 3 below). At this level, students only have very limited ability to speak English (see the score description in Table 4).

Table 3. Level of English Ability Based on TOEFL-like Test Score

Levels	TOEFL-like test Score
Real Beginner	300-350
Pre-Elementary	351-400
Elementary	401-425
Pre-intermediate	426-450
Intermediate	451-475
Pre-advanced	476-500
Advanced	501-525
Post-advanced	526 - over

Sources: LB Unsri, 2009

Table 4. The TOEFL-like test score Description

Score	Description
≥ 600	- Able to participate effectively in the official and unofficial conversations about social and professional topics - Able to use English clearly and naturally - Can be understood by native speakers of English
550-599	- Able to communicate well and effectively on specific topics of interest - Able to communicate with confidence without any difficulty and participate in almost all official and unofficial situations - Sometimes the use of ineffective English
500-549	- Able to communicate effectively limited to the specific topics of interest - Able to communicate with confidence, but could lose the ability to communicate in a distressed situation
450-499	- Able to initiate and maintain direct communication on topics that are already known in advance - Have limited competence, but able to communicate more in a state of emergency
400-449	- Able to speak about topics that he knew - Have limited competence - commit many repetitions while communicating
350-399	- Only use the phrase remembered in an emergency situation - Can only make questions and brief statements - have limited communication ability and often do repeatation
349	- very weak English skills

Sources: Jahja, 2004

METHODOLOGY

Research method used in this study was descriptive method. Researcher wanted to describe or depict the variable, namely the initial English mastery of FT Unsri students academic year 2010/2011 and the English skills expected when they finish their studies at the FT Unsri. Samples of this study were all students from all majors of S-1 FT Unsri Indralaya campus academic year 2010/2011. Population and sample were 518 students. The data were collected by conducting TOEFL-like test for samples. The purpose of this test is to determine the samples' initial English mastery level.

RESULT AND DISCUSSION

The results of 518 Engineering students TOEFL-like test performed before the first semester courses academic year 2010/2011 begin can be seen in Table 5, 6 and 7 below.

Table 5: Summary of Students of Electrical Engineering and Mechanical Engineering Department Engineering Faculty Sriwijaya University Campus Indralaya TOEFL-like Test Scores

Majors	Score Range		Average	Σ Score ≥ 400	Σ Score <400
	Highest	Lowest			
Electrical Engineering	540	307	382	32	67
Mechanical Engineering	513	277	387	18	68
Average	527	292	382		
Number				50	135
Percentage				27.03	72.97
Overall Score Range	540-277				

Table 6: Summary of Students of Chemical and Mining Engineering, Department Engineering, Faculty Sriwijaya University Campus Indralaya TOEFL-like Test Scores

Majors	Score Range		Average	Σ Score $\geq$ 400	Σ Score <400
	Highest	Lowest			
Chemical Engineering	527	307	391	20	84
Mining Engineering	517	313	395	20	88
Average	522	310	393		
Number				40	172
Percentage				18.87	81.13
Overall Score Range	527-307				

Table 7: Summary of Students of Architectural and Civil Engineering Department Engineering Faculty Sriwijaya University Campus Indralaya TOEFL-like Test Scores

Majors	Score Range		Average	Σ Score $\geq$ 400	Σ Score <400
	Highest	Lowest			
Architectural Engineering	467	320	391	5	42
Civil Engineering	547	277	383	11	105
Average	507	299	387		
Number				16	105
Percentage				13.22	86.78
Overall Score Range	547-277				

Based on the data in Table 5, it can be identified that the English ability of majority students from all majors at FT Unsri (79.54% or 412 students) was below the minimum target (TOEFL-like test of 400, 425, or 450). Only a small number of FT Unsri students reached or exceeded the minimum target score of TOEFL-like test (20.46% or 106). In general, a very wide range of score, for example between 277 (real-beginner) to 547 (post-advanced) suggests that the early English achievement of FT Unsri Campus Indralaya students vary widely.

Judging from the average scores of the TOEFL-like test for 382, 393, and 387, in general, students FT Unsri Campus Indralaya relatively problematic to achieve the minimum TOEFL-like test score required by the FT Unsri. This problem will appear at the end of their studies if they just learn English through English classes defined in their majors curriculum (2 or 6 credits) or they do not study at all during their formal lecture at FT Unsri. This problem can be overcome if they are also learning English independently outside English courses in the curriculum specified in their major, such as learning English through a variety of English courses in Palembang. This can be done because they have about 4 to 7 years learn English before they take final exams.

Next, based on the average TOEFL-like test students (382, 393, and 387) and TOEFL-like test required by the FT Unsri (400, 425, and 450), it is still far from the demands to be achieved by Sriwijaya University as international university. This is due to the fact that in an international university students must communicate well in English so that they, for example, can access a variety of knowledge and skills in English, and follow the lectures delivered in English. This condition will require a higher TOEFL-like test score, for example a minimum TOEFL-like test of 500 or advanced level. With TOEFL-like test of at least 500, students are expected to be able to communicate, both orally and in writing.

CONCLUSIONS AND SUGGESTIONS

Based on the above description it can be concluded that (1) the majority of students FT Unsri Campus Indralaya academic year 2010/2011 in general have problem to achieve the minimum TOEFL-like test score required by FT Unsri at the end of their studies if they only learn English courses based on the curriculum offered by their majors or not learn English at all during their formal learning, (2) the problem of student mastery of English language FT Unsri Campus

Indralaya academic year 2010/2011 can be overcome if they learn English through a variety of English courses during their study at the FT Unsri, and (3) minimum TOEFL-like test score required by the FT Unsri currently need to be reconsidered to fit with the demand of Sriwijaya University as a world class university.

Thus, it is suggested that (1) FT student Unsri Campus Indralaya academic year 2010/2011 improve their English mastery through English classes based on the curriculum and through the English language courses from the beginning of their studies so that the achievement of the minimum TOEFL Test-like score required by the FT Unsri will not be an obstacle at the end of their studies, and (2) FT Unsri expected to increase the minimum TOEFL-like test score to fit the demands of Sriwijaya University as a world class university in the future.

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WHY AND HOW EXTENSIVE READING IS APPROPRIATE IN THE CLASSROOM LEARNING?

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Abstract: Extensive reading is the beneficial activity for enhancing life-long learning. It develops language competence by making use of language inputs drawn from extensive reading. Learning skills also increase as it strengthens comprehension, predicting, and analyzing skills. If it is institutionalized policy it will be good practice for increasing learning capabilities, not only learning language. This article presents the reasons why extensive reading is beneficial for boosting learning skills. It also completed by the suggested activities to be implemented in the class-room.

Keywords: Extensive reading, Classroom learning

INTRODUCTION

Extensive reading has been suggested by many experts in the efforts of increasing reading capability. "Reading is central to the learning process" (Larha, 1999 – p 12). It has close relationship with how memory works. Memory is, one of facilities of learning, a process of several steps (Christison, 2002 – p 4), they are processes of stimuli, short-term memory, thinking and processing information. Then the information is stored in long term memory. These memories can be elicited by using procedural pathway, emotion, and semantic memory.

CONCEPTUAL FRAMEWORK

Procedural memory is beneficial for repeated actions. These actions are enhanced by drilling or repeating actions and words to get automation. This capability depends merely on the frequency of drilling and training. The more we drill the better competence will be mastered.

Emotion is the paramount device to remember events. Positive emotional experience in the classrooms will trigger out memory easily. It means enjoyable atmosphere in the classroom helps students to learn more effectively.

Semantic memory is the most crucial pathway in the second and foreign language learning. This pathway is useful for learning new vocabulary, grammar rules, or exhibit language performance.

Furthermore, our five senses are also play important role in retrieving memory. They can select information and the process it to be stored as information in our mind. The process takes, might be, in the speed of light.

Thus the application in the classroom learning might be better to understand how students learn. Teachers can create multitasking jobs, fear-free atmosphere, meaningful activities, personal service for the students, tactile/ hands-on activities, and sustainable learning. These activities are favorable for propelling learning process.

It has been explained that reading and learning process can be accommodated. Thus the discussion is about the role of extensive reading and suggested practical activities during reading class.

METHOD

The discussion will be focused on the role of extensive reading in language learning and suggested learning activities that might be able to be implemented in the classrooms.

❖ The role of extensive reading in language learning.

Many studies have shown that reading can have a beneficial effect on second language learning, but relatively few of these have focused on extensive reading in classroom environments over a period of time (Al-Homoud, F. 2009). The description below will provide the explanation of why extensive reading is beneficial to intensify L2 learning.

1. Extensive Reading provides immense input.

Reading materials intensify second language acquisition process of the learners because they provide language exposure, interesting materials, and relax learning atmosphere. Second language acquisition process is the process of learning additional language after learners acquired their mother tongue (Ellis, 1989, p 5). In this process, language exposure is significant factor in attaining second language. These exposures are valuable inputs for the learners in mastering second language competence.

Reading materials are interesting for the learners for the reason of learners have freedom in choosing their favorite reading topics. When learners hook on this kind of reading, they will do 'adventurous experience' during their reading activities. In this stage, they encounter with the second language exposure that are exhibited during the reading process. Since the reading material is interesting, the new and various language exposures can be absorbed in positive mental condition. That makes learning process is effective.

It might be another reading material advantage because learners learn language in their pace. It means they are more relaxed in processing and internalizing the language input supplied by the text of reading material. So during their learning process, the atmosphere is tension-free which is conducive for learning (Christison, 2002). This is good to accommodate the storage of long-term memory process.

2. Extensive Reading propels language competence.

Reading activities, especially reading aloud, facilitate learners in automaticity of word recognition, decoding the symbols (Grabe, 1991:391) and (Paran, 1996:30), and drilling word pronunciation. Word acknowledgment and detecting the symbol is one way of comprehending reading text through bottom-up process. Usually, it is applied to train novice readers.

3. Vocabulary building gained by extensive reading

According to Nagy and Herman (1987) the great part of vocabulary inventory gained from reading. This capability is acquired through silent reading. Extensive reading has great possibility to assist learners in acquiring vocabulary. By having many experiences in creating meaning through many and various reading materials, learners get many examples of applying the new vocabulary in authentic materials. These are great vocabulary inputs for the learners.

The four learning strands (meaning-focused input, meaning-focused output, language-focused learning, and fluency development) - suggested by Nation. 2006 - provide a structure by which to integrate intentional and incidental vocabulary learning. (Norbert Schmitt, 2008). Meaning-focused input is the activity that focused on acquiring vocabulary through listening and reading. It will work best when there is about 95% coverage. Too many unknown words will make readers find difficulty in comprehending the reading passage.

4. Extensive reading strengthens earlier learned language.

The previously learned language stored in the memory is potentially reinforced and recombined by reading texts. The reading text provides stimuli to the learners for recycling the stored learned language and they process it by combining the new input in order to get new understanding about the language.

5. Confidence building increased by extensive reading.

Traditionally reading activities in the classrooms exploit short reading texts. Sometimes the content of reading text does not cater for student need. Whereas, EFL students require reading longer texts or even textbooks in their study field so study skill is a need. Extensive reading is able to assist learners being confidence in comprehending longer texts.

6. Extensive reading develops prediction skills.

Prediction skill is part of comprehension skill that is a blend of readers' prior knowledge, information presented in the text, and the use of context to assist recognition of words and meaning. These can be acquired by extensive reading. Elley and Maghubai in 1981 did a research in Fiji about extensive reading. The result showed that extensive reading increased reading proficiency and general language proficiency including listening & writing. Prediction skill is important in understanding the reading text. It is supported by the research done by Nishono, 2007. It was reported that extensive reading increases reading strategies and motivation. If we examine the consistency of the research finding in a long duration of time, it can be assumed that extensive reading is beneficial in developing prediction skills.

7. Extensive reading motivates learners to read.

The frequencies of reading activities make learners have strong motivation in reading. Grabe, 1991 argued that "students need to read extensively. Longer concentrated periods of silent reading build vocabulary and structural awareness, develop automaticity, enhance background knowledge, improve comprehension skills and promote confidence and motivation." (p. 396). This engagement makes readers motivate in comprehending reading text. Language expose encountered by readers will sharpen the readers to acknowledge vocabulary and sentence structure. By extensive reading, students are trained in subtle way to develop automaticity by making use of background knowledge that is useful for improving comprehension skills. This process will end up strengthening self-confidence. Finally, the direct effect is the readers become highly motivated learners.

❖ Suggested learning activities.

Considering the potential power within reading activities, EFL teachers have great chance to make use of these activities to boost the student English competence.

IMPLEMENTATION

In classroom implementation, there are possible actions that can be carried out to enhance learning. Basically these suggested activities are activating student participation, creating enjoyable learning atmosphere, and promoting risk-taking action.

1. Maximize learners involvement

Handoyo Puji Widodo, 2010, stated that extensive reading can empower students to be fluent readers who draw connections between reading and their own lives and, in the process, make new information a part of their own knowledge or schemata. Students' involvement is a good way to enhance learning process. In this activity students are able to explore their capability and perform it to the class. They are take active participation during learning process in the classroom.

Students can show that they are successful in catching the main idea. That is the basic capability of reading comprehension. Then, they are instructed to compare the reading content with the reality in their daily life. Further stage is the ability to discuss the new information from the

reading content based on their schemata. The ultimate ability is analyzing the author ideas based on the syntax and semantic point of view.

2. "Reader interview" activity

This activity is to elicit the dormant knowledge of the students. In this activity teacher can use interview technique to get oral expression of their opinions. The questions are directed to the definition of what reading is and the advantages of reading, and how good readers do when reading. Suggested questions are:

* What is your definition of reading?
* What do people do when they read?
* When you're reading and you come to a word or something or you don't know what do you do? Do you do anything else?
* Who is a good reader that you know?
* What makes him and her good readers?
* Do you think that they ever come to a word in a story that he/she doesn't know when they are reading? Yes- When they come to a word they don't know, what do you think they do?
* If you knew someone was having trouble reading, what do you think you would do to help them?
* Would you do anything else?
* How did you learn to read? If someone helped you, what did he/she do?
* What would you like to do better as a reader?
* What do you think you can do to better yourself as a reader?
* Do you read for pleasure every day?
* How often and how long do you read for pleasure?

3. Reading aloud activity

Reading aloud helps your students develop the language skills that they will use in school and throughout their lives. Reading to young children promotes language acquisition and literacy development and, later on, achievement in reading comprehension and overall success in school. The percentage of young children read aloud daily by a family member is one indicator of how well young children are prepared for school. In particular, a mother's education is consistently related to whether or not children are read to by a family member.

Children in families with incomes below the poverty line are less likely to be read aloud to every day than are children in families with incomes at or above the poverty line. Thirty-eight percent of children in families in poverty were read to every day in 1999, down from 46 percent in 1996, compared with 58 percent of children in families at or above the poverty line, which is down from 61 percent in 1996. (Source: *Family Reading.* NCES Fast Facts. National Center for Education Statistics, U.S. Department of Education.)

4. Student presentations

Paraphrasing is restating or explaining ideas in your own words while retaining the meaning and ideas in the original selection. Retelling captures all of the main ideas with most of the supporting details. Paraphrasing helps young readers check their own comprehension. These are suggested questions for promoting students presentation.
* How can you put these facts into your own words?
* Which words capture the main ideas from this selection? How can you use the list of key words to make your own fact statements?
* If you wrote the key ideas as a grocery list, how would you compact the text? Which items are essential to the list? Which items can be omitted?
* What was your purpose for reading? Which details matched your goals? Which details were irrelevant to your purposes for reading the article?

* What questions did you want answered in the text? What answers were revealed?

5. Maintain positive atmosphere

Student behavior can make or break the environment in a classroom. No matter how much effort a teacher puts into lesson planning, poor student behavior can ruin everything, pulling teacher attention from the objectives, and diverting student attention, as well. For the teacher, this is one of the most draining elements of the profession. Rather than be consumed with correcting misbehavior, a helpful strategy for maintaining a positive classroom environment is to recognize and reward good behavior.

Positive reinforcement is preferable, in that it promotes a positive learning atmosphere. Although serious discipline issues must be dealt with and negative reinforcement seems inevitable, emphasis on positive response to good behavior helps to promote further instances of good behavior. However, positive reinforcement must be meaningful, or it will have negative repercussions.

To maintain positive learning atmosphere teachers can give reward. One of the is material rewards. Many teachers use material goods as rewards for good behavior. It may be as simple as stickers, pencils, or other inexpensive, but fun and attractive, items. Used with great discretion, this can be a part of rewarding good behavior. However, the danger in overusing this strategy is developing a mentality of entitlement in the students. If materials are tied to behavior, and the student sees the selection of choices as uninteresting or unnecessary, there is a likely possibility that the desired behavior will be exchanged for poor behavior. Don't jelly bean your students to death, in other words. Make prizes for behavior a rare tool.

Reward can also be in the form of certificate. Periodic recognition of students for good behavior can assist in maintaining a positive atmosphere. A weekly recognition of "outstanding citizen" in the class, with a relevant certificate, works as an inexpensive reinforcement of good behavior.

Another technique for maintaining positive learning atmosphere is Leadership Roles. Recognizing good behavior in the classroom can happen via the assigning of leadership roles. A student who exhibits respect, for example, might be assigned to help with the lunch count for the next week. If the leadership position is desirable, it is more likely to elicit appropriate behavior. If it's a despised leadership role being offered, it will not result in improved behavior.

Teachers can also communicate with parents. One of the most effective ways of reinforcing good behavior is communicating with a student's parents. This may be a note to be hand carried by the student. It may be sent by mail. A teacher might want to take the time to call the parent, and follow up by letting the student in question know that the parent was called, and why. Teacher contact with parents is too often associated with negative behaviors, or poor grades. Teacher initiated contact over good behavior takes most parents and students by surprise. Making this a regular practice can add significantly to a positive classroom experience.

Setting up Cooperative Learning Groups is recommended. An essential element of cooperative learning activities is the emphasis on group behaviors. When students work together on an activity, interactions may be unpredictable. In explaining the activity to students, a teacher will generally indicate which social skills are going to be noticed. For example, on a given day, the teacher may be observing good manners. While the activity is in progress, the teacher will be commenting aloud as the desired behavior is observed. "Group X is doing a nice job of using good manners in discussing the passage." The behavior is reinforced through casual, positive commentary.

Classroom Management is also key point in creating positive learning atmosphere. In a classroom setting, a student's name is more often used in a negative context. This puts students on alert, when they hear their names, that they are being observed for something bad. A teacher can remove this stigma by making it a practice to use student names in a positive context. Making an effort to include the student's name in a positive context is a simple way to reward, or reinforce, good behavior. Praise is an effective tool, but make sure that it is valid, not manufactured just to make a student "feel good".

Extrinsic motivation is an effective tool for rewarding behaviors, but its overuse can dilute its impact. The goal in educating students is to move from the need for extrinsic motivation, to the prevalence of intrinsically motivated good behavior. Keeping the material motivations limited, and using a good mix of praise, earned responsibilities, and parent communications, a teacher can reward good behavior in such a way that students and class move toward a more frequent display of those desired behaviors.

6. Making use of audio-video materials

Audio materials encompass examples of pronunciation, tone, pitch, and speed that are advantageous in encouraging reading comprehension. Students have both reading text and then listen to the audio materials. It means students have exposure to the correct pronunciation of the words written in the text. Acquiring the right pronunciation make students realize that different pronunciation resulted in the meaning change.

Video materials, in this discussion, mean audio-visual materials. This teaching aid makes students much easier to comprehend reading material. Pictures and sounds presented in the video both creating intense learning atmosphere and speed up comprehension. Pictures are much more effective than word explanation

7. Discourage using dictionary excessively

A study was conducted in order to determine the usefulness of an American college desk dictionary (a monolingual English dictionary for native-speakers) used by English as a Second Language (ESL) students when taking a vocabulary test. Seventy-four advanced ESL learners were selected from sections of an English composition course for international students. The students were divided into three experimental groups. Group 1 selected equivalents for a test item on a multiple-choice test by using only the monolingual English dictionary. Group 2 read a short story that included the tested vocabulary; after reading the story, Group 2 took the same multiple-choice test without the aid of any dictionary. Group 3 read the short story with the tested vocabulary and used the monolingual English dictionary while taking the same multiple-choice test. A statistically significant difference in the test scores was found between Group 3 and the other two groups, indicating that dictionary use that supplements the use of contextual cues is beneficial. No statistical difference was found between Groups 1 and 2, indicating that dictionary use without a supporting discursive context provides no measurable advantage over inferring or guessing the meaning of a word within a written discourse.

A review of the relevant literature concerning second language dictionary use while reading suggests that selective dictionary use may lead to improved comprehension and efficient vocabulary development. This study aims to examine the dictionary use of Japanese university students to determine just how selective they are when reading nonfiction English texts for general comprehension. The findings suggest that high-intermediate and advanced learners are often selective when considering whether to look up a word. However, a third of the participants in this study were judged to have used the dictionary excessively. In addition, a quarter of the words looked up in the study were neither essential to the articles' main points nor frequent or useful words, according to corpus research. It is concluded that some learners might benefit from training in selective dictionary use.

CONCLUSIONS

The conclusions that might be able to be drawn are extensive reading:
1. develops language competence as the readers get enormous language exposure. It enables the learners to acquire language inputs from their reading.
2. improve learning skills since extensive reading is the beneficial activities to enhance comprehension, predicting, and analyzing skills. All of those skills are useful for activating learning skills.

3. can be institutionalized policy for it is good practice for increasing learning capabilities, not only learning language.

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IMPROVING LEARNER'S READING SKILL THROUGH ADVERTISEMENT

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Abstract: People do different things with their language and they expect to achieve a large number of different aims and purposes by talking and writing, and by listening and reading (Halliday & Hasan, 1989:16). In a reading classroom, teachers need to provide the learners reading exercises related to implicit message of the text. Thus, they would require more critical reading and thinking than just comprehension for factual questions. In this case, the use of authentic materials - that is materials, which are not specifically designed for pedagogical purposes – would be advisable to improve learner's reading skills. The purpose of using authentic reading materials is to give learners the skill to cope with the think they might need to interpret in their real life reading. The authentic reading materials selected here are advertisements on billboards that are displayed in strategic places in the city. There are some steps teachers need to consider if they want to use advertisements as reading materials. First, they should introduce that the meaning of an advertisement is not something there, statically inside an advertisement, waiting to be 'revealed' by a 'correct' interpretation. Second, they should train the learners to get the implicit as well as an explicit meaning of the verbal texts in the advertisements. Concerning implicit (intended) meaning, train them to use the three features of context of situation. Thus using advertisement as reading materials would improve their learners' language knowledge as well as reading skill the explicit and implicit meaning of a reading text.

Keywords: authentic, discourse, explicit, implicit

INTRODUCTION

People who wish to learn a foreign language may have a great number of reasons for doing so. They expect to achieve a large number of different aims and purposes by speaking and writing, and by listening and reading (Halliday & Hasan, 1989:16). Reading is one of the skills that plays an important role in acquiring knowledge. Learners have been highly motivated to improve their reading skill through many kinds of reading materials. However, in their real life situations they still find problems when they have to read the target language. One of the problems faced by student is they often fail to comprehend an article in magazine, newspaper or when they have to read the science book because they are not specifically designed for teaching reading materials. Therefore, teachers should consider providing their reading materials with authentic materials since it is what the students find in their real life activities so the purpose of using it is to expose the learners to language in real use.

CONCEPTUAL FRAMEWORK

Authentic materials can be taken from various sources since they refer to " materials such as newspaper articles, brochures, train tickets, letters, advertisements, recording of the news, airport announcements, et cetera, which were originally used in real situations and were not designed for use in language teaching" (Tomlinson in Cunningsworth, 1989:8). In other words, authenticity means that nothing of the original text is changed and also that its presentation and layout are retained. Therefore, since the authentic reading materials are taken from real life reading with real life language, they would be more interesting materials for the learners compared to designed reading materials.

One of the advantages of using authentic reading materials is that learners would also learn about the target culture of the second language because the materials contain "the authentic cultural

information about the target culture" (Richard, 2001:252). Due to this matter, the use of authentic materials is this article is specified to the use of written advertisement in reading class.

Written advertisement could be good authentic reading for some reasons. First, the advertisements are easy to find and learners are often encountered or even confronted with advertisements in their daily life. Therefore, they will be familiar with selected advertisements that will be discussed in class. Second, advertisements contain verbal and non—verbal text so that it will be interesting to read them besides it may create a fruitful learning atmosphere for the learners. Third, advertisements contain the expression of culture because advertising reflect the way people think, how they relate each other, how they live, eat, relax, and enjoy themselves. This shows that learning a language cannot be separated from learning its culture so that this will also widen the learners understanding about the target language. Forth, advertising language is "loaded language" (Dyer, 1996:139) since its primary aim is to attract people's attention and dispose them towards the product on offer. When the copywriter chose a word, they do more than name an object, person or situation, they also convey feelings about what they are describing. What they feel or their attitude towards what they describe is an important part of meaning. This means that learners cannot depend only on the words explicitly used in the advertisements but they should be able to reveal what reveal what lies behind the text and it is usually called the intended meaning. Therefore, written advertisements could be good reading materials to train learners to think critically to reveal the hidden message.

When teachers have decided to use written advertisements as their authentic reading materials, they need to choose the suitable advertisements based on the learners level of language mastery. It is important for the teachers to know that advertisements can be classified into three categories namely *compound, complex,* and *sophisticated advertisements* (Dyer, 1982:88). Compound advertisements contain information, but it relies on picture to do the persuading, while the facts are left to the copy. For example, in some fashion advertisements in women's magazines, the name of the store, the address, the telephone number, the brand of the garment might6 be listed alongside a drawing or photo of it. If there is a headline or a caption, it is of a semi-technical nature such as 'New Spring from Guess'. The word "new" might be regarded as persuasive rather than informative but the real persuasion comes in the picture, which is usually featuring attractive-looking models or an 'artistic' modernist line drawing of a pencil slim and elegant woman. In a compound advertisement, the advertiser is obviously hoping that the reader will associate the product with the total impression – garment with model.

Complex advertisements usually concentrate on the presentation of luxury and status; the background takes over, the product merges into it. The visual and vernal imagery evoke the status feelings associated with money, wealth, elegance, luxury and the public display of these things. For example, in most advertising for expensive consumer durable – carpets, bedroom suites, et cetera – it is the 'image' created by the combination of commentary and photography that is selling point, not the specific carpet or site. At first glance, it is sometimes hard to see what precisely is being offered because the product is buried in the total image created.

Sophisticated advertisements are extensions of the complex advertisements, they usually explore hidden or subconscious feelings; subtle associations are made between products and situations. Sophisticated advertisements imply what copywriter's intended meaning is. Different 'read' and 'interpret' advertising text in different ways. This type of advertisements will challenge the learners to bring out the hidden meanings.

METHOD

There are some possible stages suggested when teachers want to use the sophisticated type of advertisements as their authentic reading materials. First, introduce the learners with the language of advertising claims and the language style used in the advertisements. Second, describe the context of situation of the advertisements as suggested by Halliday & Hasan (1989:12) and the third, describe the possible intended meanings of the advertisements.

The first stage teachers should do is **introducing the language of advertising claims and the language style**. The simplest and most direct way to study advertisements is through an

analysis of the advertising claims. The "claim" is the verbal or print part of an advertisement that makes some claim, learners should be able recognize those that are misleading and accept as useful information those that are true. A few of these claims are downright lies; some are honest statements about truly superior product, but most fit into category of neither bold lies nor helpful consumer information. They balance on the narrow line between truth and falsehood by a careful choice of word.

Eschholz et al. suggests that there are ten basic claims in language advertisements (1992:180). The first is "the weasel claim". A weasel word is a modifier that practically negates the claim that follows. The expression "weasel word" is named after the egg eating habits of weasels. A weasel will suck out the inside of an egg, leaving it appear intact to the casual observer. Upon examination, the egg is discovered to be hollow. Words or claims that appear substantial upon first look but disintegrate into hollow meaninglessness on analysis are weasels. In other words, weasel words seem to say something, but in fact they say the opposite or nothing at all. Some examples of weasels words are "helps, like, virtual or virtually, acts or works, can be, up to, as much as, refreshes, comfort, tackles, fights, come on, the feel of, the look of, looks like, fortified, enriched, and strengthened" (Eschholz,, 1990:181). For example :

- ❖ "Helps control dandruff symptoms with regular use."

  The weasel words are "helps control" and possibly even "symptom" and "regular use". The claim is not "stops dandruff"

The second Claims is "unfinished claim". it is one in which the advertisements claims the product is better, or has more of something, but does not finish the comparison (p. 181). Some examples are:

- ❖ "Super gloss does it with more color, more shine, more sizzle, more!" (More what?)
- ❖ "Coffee-mate gives coffee more body, more flavor" (weasels: "body and flavor")
- ❖ "You can be sure if it's Westinghouse." (Sure of what?)
- ❖ "Magnavox gives you more." (More what?)

The third claim is "we're different ad unique claim". The kind of claim states that there is nothing else quite like the product being advertised and it is supposed to be interpreted by readers as a claim to superiority (p.182). Some examples are:

- ❖ "There's no other mascara like it."
- ❖ "Either way, liquid or spray, there's nothing else like it."

The forth claim is "water is wet claim". It says something about the product that is true for any brand in that product category The claim is usually a statement of fact, but not a real advantage over the competition (p. 182). Some examples are:

- ❖ "Mobil: the detergent Gasoline." (Any gasoline acts as a cleaning agent)
- ❖ "Great Lash greatly increases the diameter of every lash."
- ❖ "SKIN smells differently on everyone." (As do many perfumes)

The fifth claim is "so what claim". This is the kind of claim to which careful reader will react by saying "so what?" (p.183). the claim made is true but does not give a real advantage to the product. It is similar to the "water is wet" claim except that it claims an advantage, which is not shared by most of the other brands in the product category. Some examples are:

- ❖ Strong enough for a man but made for a woman." (This deodorant claim says only that the product is aimed at the female market)
- ❖ "campbell's gives you tasty pieces of chicken and not one but two chicken stocks." (Does the presence of stocks improve the taste?)

The sixth claim is "vague claim". It means simply not clear. The key to the vague claim is the use of words that are colorful but meaningless, as well as the use of subjective and emotional opinions that defy verification and most contain weasels (p.182). Some examples are:

- ❖ "Lips have never looked so luscious." (Can you imagine trying to either prove or disprove such a claim?)
- ❖ "Winston tastes good like a cigarette should."
- ❖ "Lipsavers are fun — they taste good, smell good and fell good."

The seventh claim is **"endorsement or testimonial claim"**. A celebrity or authority appears in an advertisement to lend his/her stellar qualities to the product. Sometimes the people will actually claim to use the product, but very often the don't (p.184). Some examples are:

❖ "Joan Fontaine throws a shot-in-the-dark party and her friends learn a thing or two."
❖ "Darling, have you discovered Masterpiece? The most exciting men I know are smoking it".

The eight Claim is **"scientific or statistical claim"**. This kind of advertisement uses some sort of scientific proof or experiment, very specific numbers, or an impressive sounding mystery ingredient (p.184). Some examples are:

❖ "Wonder Break helps build strong bodies 12 ways." (the use of number 12 makes the claim far more believable than if it were taken out)
❖ "Easy-Off has 33% more cleaning power than another popular brand." ("Another popular brand" often translates as some other kind of oven cleaner sold somewhere).
❖ "Special Morning – 33% more nutrition." (it is also an unfinished claim)

The ninth claim is **"compliment the consumer claim"**. It is a claim that butters up the consumer by some form of flattery (p.185). Some examples are:

❖ "We think a cigar smoker is someone special."
❖ "If what you do is right, no matter what others do, then RC Cola is right for you."
❖ "You pride yourself on your home cooking...."

The tenth claim is **"rhetorical question claim."** This claim demands a response from the audience. A question is asked and the viewer or listener is supposed to answer in such a way as to affirm the product's goodness (p.185). Some examples are:

❖ "Plymouth – isn't that the kind of car America wants?"
❖ "Shouldn't your family be drinking Hawaiian Punch?"
❖ "What do you want most from coffee? That's what you get most from Hills."

Besides introducing the ten claims of language advertising above, teachers should also introduce the language style found in advertisement will help the learners find the intended meaning. Teachers should realize that copywriters (advertisers) consider themselves as word mechanics-skilled professionals with a fondness for words. They must be imaginative, and still, their writing must be succinct and eye-catching. They are good writers, even though some of their vocabulary and structures maybe somewhat unconventional. After all, their job is to attract the reader. If their advertisement is grammatically perfect but lacks fire and vitality, readers will not be interested and the product will not sell. Copywriters usually use simple words, short sentences, catchy phrases, and apt comparisons. The language style used in advertisement is informal in the sense that pop words of a certain dialect are mostly used since usually those words are very popular in the society.

The **second stage** teachers should do is **motivating learners to find the explicit and implicit meaning** or intended meaning of the advertisements. After discussing the explicit meaning, teachers could challenge learners to find the meaning lies behind it by discussing the three features of context of situation suggested by Halliday & Hasan (1989:12). It will be used to interpret the social context of a text (written advertisement), the environment in which meanings are being exchanged.

❖ **The field of Discourse** refers to what is happening, to the nature of the social action that is taking place: What is that the participants are engaged in, in which the language figures as some essential component?
❖ **The Tenor of Discourse** refers to who is taking part, to the nature of the participants, their status and rules: What kind of role relationship obtain among tile participants, including permanent and temporary relationships of one kind or another, both the types of speech role that they are taking on in the dialogue and the whole cluster of socially significant relationships in which they are involved?
❖ **The Mode of Discourse** refers to what part the language is playing, what it is that the participants are expecting the language to do for them in that situation: the symbolic organization of the text, the status that it has, and its function in the context, including

the channel (is it spoken or written or some combination of the two?) and also the rhetorical mode, what is being achieved by the text in terms of such categories as persuasive, expository, didactic, and the like.

The third stage is **motivating learners to get the possible intended meaning revealed from the discussion of the context of situation.** Probably it will be difficult for the learners to do this stage. A possible way is to choose an Indonesian advertisement as an exercise but the discussion sin comprehending the culture of the target language. While within Indonesian advertisement, the only barrier left lies in learners' language mastery since the discussion should be conducted in the target language.

DISCUSSION

In the classroom, teachers can implement the three stages above into "pre-reading, whilst reading and post-reading" (Tupan, 1994: 6). In pre-reading section, teachers can do the first stage, which is introducing the language of advertising claims and language style to the learners. In whilst-reading, teachers can ask learners to read the advertisement and identify the weasel words. After that teachers could also ask the students to comment on the language style used in the advertisement. In whilst-reading section, teachers could stimulate learners to find the explicit meaning and the implicit meaning. In post-reading, teachers could challenge learners to read other advertisements by implementing the suggested stages. It is advisable that they choose the advertisements on their own. Two examples of Indonesian advertisements are given as authentic reading materials. Later teachers could select English advertisements that are suitable with learners' mastery of the target language.

1. *KALO NGGAK DIBERSIHIN, KUTU BUSUKNYA NGAK BAKALAN PERGI*
   "If it is not cleaned up, the bugs will not go!"

   a. **Description**

   The advertisement is written in an imperative statement that implies a warning. The subject in the advertisement is omitted so actually if should be read this way:
   Kalo Kursinya Nggak Dibersihin, Kutu Busuknya Nggak Bakalan Pergi!
   "If it is not cleaned up, the bugs will not go!"

   The language style used is informal and it can be seen from the use of the words 'Kalo' instead of "Kalau" (if), 'Nggak' instead of 'Tidak' (No), and 'Bakal' instead of 'Akan' (will). Besides, it also uses *Jakartanese* dialect, a dialect, which is widely used by youngsters even though they do not settle in jakarta. This can be seen from the suffixes /-in/ and /-an/ in the words 'Dibersihin' (cleaned up) and 'Bakalan' (will). It has a broken armchair; an armchair with many holes on it, as a symbol and it substitutes the subject. An armchair is supposed to be a comfortable seat but it is no longer a comfortable one when it is broken.

   b. **Context of situation**

   (1) Field: A warning to the society

   When this advertisement was issued, political parties in Indonesia were having campaign for general election. At that time, each political party has its own way to win the election. Many of them used 'dirty' trick to reach their goal and win the election. The word *"Kutu Busuk"* (bugs) refers to any politicians who used 'dirty' tricks to win the general election.

   (2) Tenor: The participants are the authority to society especially the young people. The youngsters are expected to have an ability to clean up the 'dirty' politicians from any political parties so that the election can run smoothly.

   (3) Mode: The advertisement is written on billboards displayed in strategic places in the city and published in any printed media to be widely informed and understood by the society. It functions to educate the society by challenging them to act bravely towards any mistakes happen in their surrounding.

c. Intended Meaning

The copywriter wants to warn the society about the danger of 'dirty' politicians. It uses an armchair that symbolizes a seat in the House of Parliament and the armchair is broken because of too many bugs on it. There was a political condition in which key members of a certain political party left their party for becoming VIP members of another party. Besides that, senior members of a 'grass root' political party quitted from their party because the new members, who had just joined their party, were listened more compared to theirs. They even influence the political decision due to political strategy in the general election campaign. The possible intended meaning of the advertisement is that if 'dirty' politicians sit as members of parliament, they will not represent the society especially young people. If this happens, youngsters will let their votes wasted. It implies that , *A mild cigarette* has a good quality of tobacco since it is free from tobacco bugs. This might also reveal an impression that smoking ; *A mild cigarette* is harmless for someone's health since the word 'mild' itself means 'light' in nicotine. Therefore, *A mild cigarette* offers good quality of tobacco and light nicotine. In other words, people can continue smoking this cigarette brand, as it is harmless for their health

2. *JANGAN CUMA BISA MANAS-MANASIN DOANG!*
        "Be not only capable to provoke!"

a. Description

The advertisement is written in an imperative statement that implies a challenge. The language style used is informal and it can be seen from the use of the words "Cuma" instead of "Hanya" (only) and "doing" instead of "Saja" (nothing else than). It uses the suffix /-in/ in the word `Manas-Manasin` (to provoke) which is one of *Jakartanese* dialect characteristics. The advertisement has a 'wok' as a symbol. A wok is an ordinary kitchen utensil that has two major functions, which are to fry something/cook something and to warm a meal. Whatever it is, a wok is used to make what is on it become warm/hot.

b. Context of situation

(1) Field: A warning to political commentators
    When the advertisement was issued, many political commentator's often gave their comments that could provoke a certain political party. The word `Manas-Manasin ` refers to the function of a wok that is to make something hot and figuratively, it means 'to provoke'.

(2) Tenor: The participants are the authority to political commentators. The job of political commentators is to give an objective opinion about what they have been observing so far but not to create a chaotic situation by provoking a certain political party against each other.

(3) Mode: The advertisement is written on billboards displayed in strategic places in the city, published on any printed media to be widely informed and understood by the society. It functions to educate the society by challenging any political commentator's to be brave and objective in giving their opinion.

c. Intended meaning

The copywriter wants to warn any political commentators to be careful in giving their opinion. It is widely known that not all members of political parties are well educated. The society of this country is multiethnic, multiracial, and multireligious. Therefore the society is easily provoked by factors of ethnic, race, and religion. The possible intended meaning of the advertisement is that the copywriter warns the political commentators not to provoke the society but to propose a peaceful political condition. It implies that *A Mild Cigarette* Company wants to warn its competitors to be objective in claiming that their products have as low nicotine as ; *A Milds.* If not, they can be sued for being cheaters.

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PETUNJUK PENULISAN NASKAH ARTIKEL

A. UMUM

1. JURNAL HOLISTICS terbit 2 kali setahun secara periodik.
2. Naskah artikel ditulis dalam BAHASA INGGRIS yang baik dan benar, merupakan tulisan asli dari hasil suatu penelitian atau kajian/ulasan ilmiah yang belum pernah dipublikasikan di majalah atau jurnal ilmiah manapun.
3. ABSTRAK ditulis dalam BAHASA INGGRIS
   a. Hasil penelitian terdiri dari isi utama abstrak meliputi tujuan, metode dan hasil (kesimpulan).
   b. Ulasan /Kajian Ilmiah terdiri dari isi utama abstrak meliputi tujuan, isi utama (ringkasan pembahasan) dan kesimpulan.
4. Penulisan naskah artikel beserta lampiran lainnya ditulis mengenakan **Times New Roman**, font **12**, spasi 1 cm sebanyak 4-8 halaman termasuk lampiran, kertas A4 dengan maryin atas 3,5 cm, kiri 3 cm, kanan 2,5 cm, bawah 2,5 cm dalam versi dua kolom, kecuali table, gambar atau grafik (tidak berwarna) dalam satu kolom (bila memungkinkan)
5. Setiap awal paragraph, huruf pertama dimulai pada jarak 1cm dari batas teks sebelah kiri.
6. Setiap pokok bahasan yaitu pendahuluan, bahan dan metode, hasil dan pembahasan, kesimpulan dan saran, dikerik cerak tebal tanpa penomoran.
7. Penulisan sumber kutipan: Nama belakang, tahun
8. Naskah artikel dikirim ke Tim Redaksi Jurnal Holistics Politeknik Negeri Sriwijaya.
   Alamat lengkap Redaksi Jurnal Holistics : Politeknik Negeri Sriwijaya

   > Jurusan Bahasa Inggris Jl. Srijaya Negara Bukit Besar, Palembang 30139. Telp. (0711) 353414, Fax (0711) 355918

9. Redaksi berhak menentukan dimuat atau tidaknya suatu naskah artikel dan dapat mengubah serta mengoreksi naskah artikel tanpa mengubah isinya, dengan atau tanpa memberitahukan penulis.
10. Isi tulisan ilmiah meupakan tanggung jawab penulis.
11. Tulisan dikirim ke redaksi dalam bentuk hard copy dan soft copy (CD) paling lambat 2 bulan sebelum penerbitan.

B. FORMAT NASKAH ARTIKEL HASIL PENELITIAN

- JUDUL ditulis secara ringkas dan jelas dalam Huruf Kapital dan NAMA PENULIS jika lebih dari satu orang diurutkan berdasarkan penulis utama selanjutnya nama anggota (font 12). Tempat, nama instansi, telp, fax, e-mail ditulis lengkap (font 10) serta ABSTRAK tidak melebihi 200 kata dengan kata kunci maksimum 5 kata yang dicetak tebal dan miring.
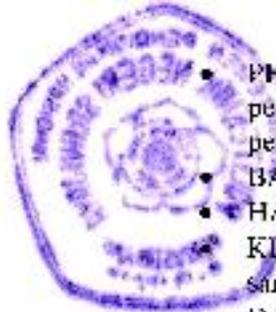
- PENDAHULUAN berisi latar belakang, perumusan masalah, tujuan dan manfaat penelitian serta landasan teori yang mendukung. Isi dalam pendahuluan tidak perlu dibuat per-sub atau per-pointer serta tidak berisi gambar dan table.
- BAHAN DAN METODE meliputi bahan, peralatan dan metode penelitian.
- HASIL DAN PEMBAHASAN
- KESIMPULAN DAN SARAN meliputi kesimpulan dari hasil penelitian yang dibuat dan saran (bila ada)
- DAFTAR PUSTAKA dicantumkan hanya yang dikutip dan ditulis menurut abjad dan disesuaikan dengan rincian nama penulis, tahu, judul buku, penyunting (jika ada), kota penerbit, penerbit. Contoh penulisan daftar pustaka sebagai berikut :

Buku dengan pengarang tunggal

Alvarez, A. (1970). *The savage god: A study of suicide*. New York: Random House.

Garner, B. A. (2003). *Garner's Modern American Usage*. New York: Oxford University Press.

Buku dengan dua atau lebih pengarang

Natarajan, R., & Chaturvedi, R. (2003). *Geology of the Indian Ocean Floor*. Hartford, CT: Merganser University Press.

Ligon, M., Carpenter, K., Brown, W., & Milsop, A. (1983). Computers in the world of business communications. Hartford, CT: Capital Press.

Buku yang bukan cetakan pertama

Creech, P. J. (2004). *Radiology and the technology of the absurd*. Boston: Houghton-Mifflin. (Original work published 1975)

Buku Anthologi or Referensi

Stanton, D. C., & Farbman, E. (Eds.). (2003). *The female autograph: Theory and practice of autobiography*. Middletown, CT: Ibis Bookstore Press.

Pepin, R. E. (2002). Uses of time in the political novels of Joseph Conrad. In C. W. Darling, Jr., J. Shields, & E. C. Farbman (Eds.), *Chronological looping in political novels* (pp. 99-135). Hartford: Capital Press.

Buku tanpa penulis atau editor

Webster's New Collegiate Dictionary. (1961). Springfield, MA: G. & C. Merriam.

Multi-Volume Work

Nadeau, B. M. & Darling, J. M. (Eds.). (1994-2003). *Studies in the history of cutlery* (Vols. 4-6). Utica, NY: Mohican Valley-River Press.

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O'Connor, C. O. & DeLoatch, K. L. (2003). Whatever happened to the humanities? In L. Rubenzahl (Ed.), *Studies in Byzantine Intrigue* (pp. 235-278). Hartford, CT: Merganser University Press.

Kamus

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Darling, C. W. (1976). Giver of due regard: the poetry of Richard Wilbur. *Dissertation Abstracts International, 44*. 4465. (AAD44-8794)

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Thomas, E. & Hosenball, M. (2004, May 31). Bush's Mr. Wrong: The Rise and Fall of Chalabi. *Newsweek, 143,* 22–32.

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Christie, John S. (1993) Fathers and virgins: Garcia Marquez's Faulknerian *Chronicle of a Death Foretold*. *Latin American Literary Review, 13,* 21–29.

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Peirol, C. (2004, March 17). HIV prevention pill goes beyond 'morning after'. *The Hartford Courant,* pp. F1, F6.

Materi yang tidak terprint out (Film, Rekaman, Video, program televisi dan radio

Film

Redford, R. (Director). (1980). *Ordinary people* [Film]. Hollywood: Paramount.

Film dengan peredaran terbatas

Holdt, D. (Producer). & Ehlers, E. (Director). (2002). *River at High Summer: The St. Lowrence* [Film]. (Available from Merganser Films, Inc., 61 Woodland Street, Hartford, CT 06105)

Kaset

Lake, F. L. (Author and speaker). (1989). *Bias and organizational decision making* [Cassette]. Gainesville: Edwards.

Program Television

Safer, M. (Narrator). (2004). *Torture at Abu Ghraib* [Television broadcast]. Hartford: WFSB.

Rekaman musik

Barber, S. (1992). Cello Sonata. On *Barber* [CD]. New York: EMI Records Ltd.

Interview, Percakapan elepon, surat, e-mail

Interview

Wilbur finds himself sometimes surprised by the claims of religiosity made by contemporaries. (personal letter, March 28, 1977)

Percakapan telepon

According to Connie May Fowler, the sources for her novel *Sugar Cane* were largely autobiographical (personal phone conversation, July 22, 2003).

Isi perkuliahan

In an Introduction to Literature lecture at Capital Community College on April 14, 2004, Professor Charles Darling described William Carlos Williams' poem as a barnyard snapshot (C.W. Darling, ENG 102 lecture, April 14, 2004).

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Sumber elektronik

Author(s), L. (date — or "n.d." if not date is posted). Title of work. (Online), date retrieved. Name of Database or Internet address of the specific document. Specify URL exactly. [Do not end your entry with a period when ending with an URL.]

C. FORMAT ARTIKEL KAJIAN/ULASAN ILMIAH

- JUDUL ditulis secara ringkas dan jelas dalam Huruf capital dan NAMA PENULIS jika lebih dari satu orang diurutkan berdasarkan penulis utama selanjutnya nama anggota (font 12). Tempat, nama instansi, tel, fax, e-mail ditulis lengkap (font 10) serta ABSTRAK tidak melebihi 200 kata dengan kata kunci maksimum 5 kata yang dicetak tebal dan miring.
- PENDAHULUAN berisi latar belakang, perumusan masalah, tujuan penulisan serta teori yang mendukung. Isi dalam pendahuluan tidak perlu dibuat per-sub atau per-pointer serta tidak berisi gambar dan table.
- TINJUAN PUSTAKA/REFERENSI dari jurnal atau literatur yang dicatumkan dalam daftar pustaka.
- PEMBAHASAN merupakan isi utama yang menjelaskan jawaban atas permasalahan dan tujuan serta pendapat penulis yang diperkuat dengan data sekunder yang mengacu pada beberapa Tinjauan.
- KESIMPULAN
- DAFTAR PUSTAKA dicantumkan hanya yang dikutip menurut abjad dan sesuaikan dengan rincian nama penulis, tahun, judul buku (tulisan), penyunting (bila ada), kota penerbit, penerbit.
- LAMPIRAN (bila ada)

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.