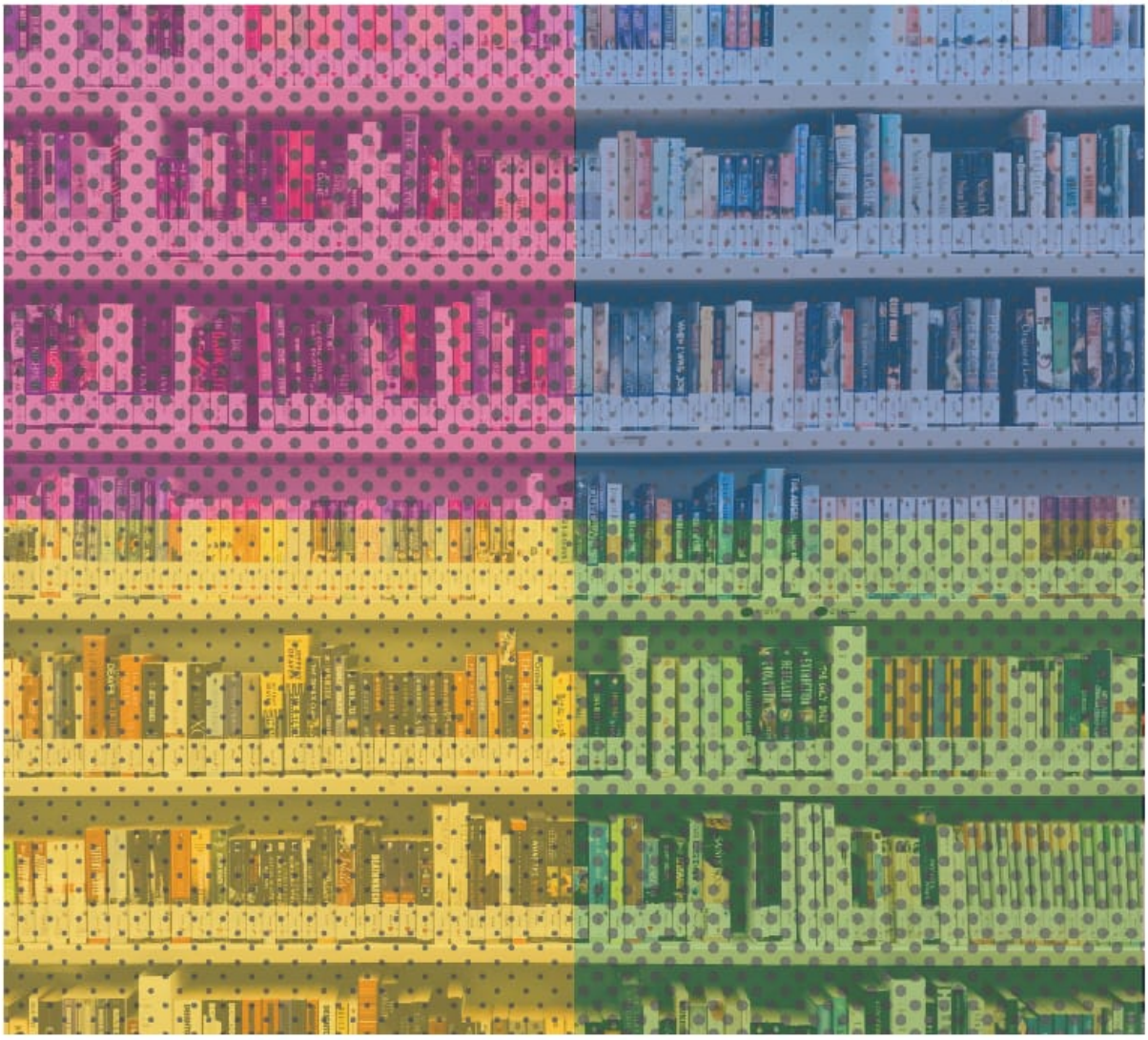
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# *LEXICAL RICHNESS OF THE TEACHING ENGLISH IN EXPOSITORY WRITING IN INDONESIAN SENIOR HIGH SCHOOL STUDENTS*

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***ABSTRACT***

*This study investigates the lexical richness in senior high school students. The data are taken from the students' writing on expository essays. Writing an expository essay is a challenge for students where they should be able to write based on a given theme using a varied vocabulary so later the students are capable making a good writing. The students are collected from three grades that consist of 30 students in each grades from grade 10 to12. By the total amount of 90 students, it will be measured by some types of lexical richness; lexical density, lexical sophistication, and lexical variation. After being investigated, the results found that lexical richness in each grades showed a significant increase in each class, starting from grade10 to grade12. According to all those three measurements, showed that grade 12 is the highest percentages among others and it concludes that students in grade 12 is the most prepared and have the richest lexical between grade 10 and 11.*

***Keywords*** *: Language, Lexical Richness, English Language Teaching (ELT)*

## *INTRODUCTION*

*Learning a foreign language is often related to knowing the words and sentences. The knowledge of words is called lexical richness which are also stated by Kyle & Crossley (2016) that lexical richness is the measurement of how rich the students' have in writing and composing the words or lexical in a good essay. In relation to the occurrences of lexical richness, Djiwandono (2016) asserts that these occurrences were majorly triggered by the second language use that can be further acknowledged from its sophistication and L2 learner's productive vocabulary. Moreover, the occurrences of lexical richness were majorly analysed in the field of applied linguistics. In this case, the wide range of tests were utilised to measure the lexical use in children and ESL learners.*

*Laufer & Nation (1995) developed a measurement which is specifically designed to evaluate the student's lexical proficiency level by conducting some comparison in terms of their lexical richness and external reference point. Among the measurement test that were discovered by many scholars, a type-token ratio (TTR) test gained its popularity due to its insight in evaluating the students' lexical language proficiency level. Koizumi & In'nami (2012) emphasises that the statistical analysis of TTR can be only further calculated based on the length of the texts that are used as the data. As stated previously, the utilization of lexical richness measurement strives towards the assessment of the students' lexical proficiency level by*

*comparing their lexical richness with an external reference point.*

*It should be noted that in the calculation of lexical richness, the text analyzed needs to be transcribed and formatted in advance for easy processing of data (Daller, 2010). There are many advantages and benefits obtained by doing research using lexical richness. As Gharibi & Boers (2017) says, that by using lexical richness, researchers can know the weaknesses and advantages of the object of the researcher. It can also make it easier to calculate the lexical property that is controlled by a person.*

*The use of lexicon as a research object is because every person would need good words to write a whole sentence is good. In the word selection required vocabulary possessed wealth so that later there is no repetition of words in each sentence because it will affect the calculation of lexical richness (Caselli, Caselli, & Goldberg, 2016; Gharibi & Boers, 2017; Suggate & Stoeger, 2017).*

*The use of lexical richness is very useful in calculating or measuring in large numbers of data to simplify the collection of the data such as collecting some data from high school students as an ESL learner. Lexical richness analysis can only be done through the use of some measurement tools in order to analyse the raw materials or data. Among the use of several types of lexical richness measurement tools, Laufer & Nation (1995) classify the lexical richness measurement tools into four distinctive types that were majorly utilised as the effective tools in measuring the description of the productive lexicon such as Lexical Originality (LO), Lexical Density (LD), Lexical Sophistication (LS), and Lexical Variation (LV). Lexical richness provides some options of techniques to researchers who want to collect the data in few ways, such as lexical originality, lexical density, lexical diversity and lexical sophistication. Those terms are also having each tool to determine the lexical richness on each student's writing knowledge.*

*Lexical richness measures can be used to compare students' writing. Some previous studies discussed about non-native speaker (NNS) and native-speaker (NS) as also mentioned by Lu & Ai (2015). They compared among writers with diverse L1 backgrounds in college-level English writing. They found out that there are significant differences between EFL learners who were grouped and those who were not grouped by their L1 backgrounds with NNS and NS. Unlike previous studies that more often compare between NNS and NS, the current study more focuses on NNS. Therefore, the writer chooses Indonesian EFL senior high school students to perceive the lexical richness level based on their writing.*

*Basically, the measurement of lexical richness strives towards the calculation of how the spoken or written text contains various distinctive words that are used in text that is utilised as the data. Gregori-Signes & Clavel-Arroitia (2015) and Hanafiah & Yusuf (2016) further formulate four fundamental aspects in measuring the lexical richness such as Lexical Originality (LO) that concerns in calculating the words' proportion that is utilised by only one learner in a group, Lexical Density (LD) which examines the lexical words' proportion in the data, Lexical Variation (LV) which strives to calculate the occurrences of various distinctive lexical words that appeared in the data, and Lexical Sophistication (LS) that focuses the analysis in calculating the use of advanced words in the data.*

*In relation to the definition of Lexical Originality (LO), Laufer &*

*Nation (1995) define LO as the measurement in lexical richness which focuses on the calculation between the learner's performance relative to the group and the written composition. In this case, there is a strong correlation between two variables namely the group and the index. If the number of the group gradually changes, it will automatically affect the index number respectively. This method provides information about the use of individual vocabulary with respect to fellow creatures. Such statistics is useful but it cannot stand alone as it varies across different compositions of an individual or it would change as the group changes. This can only be determined by adding the unique words number associated with one learner in a group that will be further divided by the calculation of the whole tokens. The umber of tokens is "the total number of word forms, which means any word occurring more than once in the text is calculated each time it is used".*

*Moreover, in Indonesia, the teaching of English as a foreign language seems to be on the crossroads due to different curriculum implementation (Tantra, 2015). Means that every school in Indonesia has their own way to teach English to the students. One of the lessons that must exist in every curriculum in Indonesia is writing. In high school, writing has been taught from grade 10 and continues until grade 12 so that the students are required to be able to write an essay in English. There are four main types of writing; expository, descriptive, persuasive, and narrative. The writer thinks that expository can be a perfect type of writing due to the fact that expository writing is a kind of genre that trigger the learner to present and support a point of view with several reasons and evidences (Manik & Simurat, 2015)*

*In relation to the investigation of lexical richness, there are several numbers of researches that examine the occurrences of lexical richness in the ESL/EFL learners' composition. First is a thesis from a student in University of Wellington who conducted a study in examining the lexical richness of the adolescent writing (White, 2014). She focuses her study on how the vocabulary knowledge of the adolescence develops through this period by further relating this factor to the subjects' background who were in New Zealand secondary schools. This study further utilised a mixed method. A quantative approach was applied to determine the vocabulary use in authentic essays written by the subjects that were further classfied into three different groups: 13-14, 15-16, and 17-18 that are ranged from eight different schools in New Zealand. While the implementation of qualitative approach is used to identify the teacher's perspectives on the impact of the secondary school bakground of the students in the development of vocabulary. This study analysed the essays using three distinctive lexical richness measurements such as Lexical Variation (LO), Lexical Sophistication (LS), and Lexical Density (LD). The result of this study reveals that the time between years 11 and 13 (age 15-18) constitutes a period of significant lexical development in the areas of lexical variation, lexical sophistication, and lexical density. In contrast, the time between years 9 and 11 (age 13-16) only shows development in the area of use of lower-frequency words (beyond the first 3,000 words of English).*

*Second study by Pritomo (2012) examined the lexical richness in teacher talk of a native and non-native English teacher in oral production in teaching English. The result of this*

*study revealed that 28% of the occurrences of lexical richness were derived from the teacher's oral production which further categorized as fair where the occurrences of lexical richness in the teacher's written production also yielded the total number of occurrences as same as the teacher's oral production.*

*Another study was conducted by Lu (2012) who analysed the relationship of lexical richness to the quality of ESL learners'. He identifies the measurements which strongly correlate to the quality of ESL learners' oral narrative, and also to understand the correlation between these measurements. In his research, he provides ESL teachers and researchers with a robust tool to assess the lexical richness of ESL language data samples which may be effectively used as indices of the quality of ESL learners' speaking performance.*

*Based on the explanation and some previous studies before, this present study has a totally different subject. The data that the previous studies use is more concern about the lexical richness and syntactic complexity on NS (native speaker). It is quite different with this current study because although the measuring instruments are the same, this study focuses more on EFL learners as non-native speakers in high school. Nevertheless, the researcher will develop about how the implementation on using lexical richness in applying on their writing. Therefore, the aim of this study is finding out the level of lexical richness in students' writing skill in making expository essay in Indonesian High School students.*

*Based on the explanation and some previous studies before, this present study has different tools in analysing the data. The previous studies are more concern about the students' proficiency level by identifying the writing texts. Most of them are not using spesific tools to analyze the data. Here in the current study, the writer uses lexical richness as a measurement tool to identify the correlation between narrative and expository essays written by EFL students. The reason the writer retrieves data by comparing the narrative and the expository since the narrative is considered more connected to everyday life, so that the students find it easier to tell the story by using common words (Cummins & Quiroa, 2012). Therefore, the aim of this study is finding out the lexical richness in students' writing skill of narrative and expository writing in Indonesian High School students.*

*In using lexical richness, each techniques are useful in measuring the students' proficiency of the vocabulary learning as the English as a Foreign Language (EFL). The aim of this study is focusing on the Lexical Richness of the Expository Writing in Senior high school students and the comparison between those three levels in lexical richness.*

## *METHODOLOGY*

*Lexical richness has four different types which have each tool to measure the data, there are lexical originality, lexical diversity, lexical density and lexical sophistication. In this research, the researcher only use three types of lexical richness, exclude lexical originality as explained in introduction. Since there are so many stages to achieve the goals of this study, it needs an approach to guide how to reach the impeccable research. It is very compatible for this study, since it uses lexical richness techniques in data retrieval. Both techniques are using some tools to retrieve the data. Three types of lexical richness have each tool to measure of how rich the lexical items of each*

*student have.*

*In this research, the population of data is high school students. The students are selected through a selection held annually by selecting a rating with a minimum score of 35.00. Thus, the high school students are proved capable in English as Foreign Language. The sample was based on three academic year level groups representing three different stages of secondary school education, the beginning, middle years and final year of senior high school. The participants of the study are grade 10, 11 and 12 which in each class has different number of students. All grades are divided into 13 classes which consist of 7 science programs, 5 social programs and one language program. Each class has approximately 30 to 35 students, and if all the class are calculated the total amount of all classes is more than 90 students. The selected class is a class that represents each class in the category that has high competency class among the others. In addition, in the selection of the data students are asked to write an expository essay with a predetermined theme. Each student will be assessed based on the results of their writing ability whether it meets the criteria of lexical richness. The assessment is based on how rich the vocabulary they use in the sentences.*

*In collecting the data in this study, the writer applied two steps. First, the writer started to choose the class which has the highest rank among other classes. The last procedure, the writer asked the students to write an expository essay with a specified theme in a spesific time. Furthermore, the time required to work on the essay is 90 minutes for 350 words according to what their teacher usually did before. Those terms apply for all the classes from grade 10 to 12.*

*There are two ways that are followed by the writer in examining data of the present study. Firstly, the writer analyzes the lexical richness which has three different ways of measuring the data; lexical density, lexical sophistication and lexical variation. Analyzing the lexical density by using the software named Lexical Complexity Analyser (LCA) that strives to calculate the ratio of content words to the total number of words in students' written texts. Next is lexical sophistication that measured using two ways of measurement: mid- and low-frequency words an also academic words. Mid- and low- frequency words are measured by using a software named Vocabprofiler while academic words is using Academic Word List (AWL) to analyze the data. The last is type-token ratio (TTR) which is used to measure lexical variation by simply use a Vocabprofiler. Secondly, the writer compares the lexical richness in grade 10, 11 and 12 based on those three types of measurements. Lastly, the writer interprets the results based on all the measurements of lexical richness.*

## *FINDINGS AND DISCUSSIONS*

*In this section, the results and discussion are presented. After identifying and selecting the data which found in students' expository writing done by 90 students, it found out that there are a significant increase based on the three measurements; lexical density, lexical sophistication, and lexical variation. Those three types of lexical richness have their own way to measure the sample of data.*

*The sample data obtained from three students of each grade 10, 11, and 12. Table 1 is a table with details of words and types of words of each student's essays.*

*Table 1. Table of number of words from each grades*

| | Grades | | |
|---|---|---|---|
| | X | XI | XII |
| Token | 8.370 | 9.765 | 9.943 |
| Type | 7.450 | 7.102 | 7.036 |
| TTR | 0.89 | 0.72 | 0.70 |
| Token per type | 1.12 | 1.37 | 1.41 |
| Lexical Density | 0.89 | 0.93 | 1.13 |

*As seen in table 1, it shows that among the three levels, the 12th grade write with the most number of words (tokens) which eventually led to the appearance of the most types among others. In determining the token, the writer use the measurement by submitting the full of students' essays. In contrast, type is the total number of different words that occur in a text and it shows in the 10th grade. The type token ratio (TTR) shows that 10th grade has the highest percentage among others. TTR is the ratio obtained by dividing the type (number of different words) that occurs in text or speech with the token (total word count). Token per type is calculated from the number of token and divided by the number of type. High TTR shows high lexical variations while low TTR indicates otherwise. The result shows that 12th grade also has the highest number since the number of words in the essay is the highest of all. Means that grade 12 has the highest lexical variation among others.*

*TTR is also connected to lexical density which can be determined by how many words in the students' texts. After the results appear, then the writer separates the each of content words in each grades. Based on the table table 1, grade 12 indicates that has the highest percentage and it implies that 12th grade students write the essay in some variety of words. Selection of words used in text can also affect the percentage of lexical density. As mentioned before, lexical density is determined by the content words in the text. Various content words consist of verb, noun, adjective and adverb used in the text. The more various content words used, the more likely it will affect the quality of the texts. By seperating the each of content words, it can simplify the calculation of lexical density.*

*After finding the type token ratio of each essays from each grade, the writer calculates based on each type of lexical richness. Each type uses a calculation application, Lexical Complexity Analyzer (LCA). By simply entering data from each essay of each student, later will appear the results of each type as listed in table 2.*

*Table 2. Comparison of Each Grade*

| | X | XI | XII |
|---|---|---|---|
| Lexical Density | 0.89 | 0.93 | 1.13 |
| Lexical Sophisticatio n | 0.15 | 0.26 | 0.32 |
| Lexical Variation | 0.59 | 0.53 | 0.51 |

*After calculating the data of each text shown in table 2, it indicates that in grade 10 lexical density shows as the most frequent types compared to the others. Lexical density basically calculated from noun, verb, and adverb of each text and then grouped into one. Then, summed and calculated the average per sentences. The measurement focuses on the amount of content words such as nouns, lexical verbs, adjectives and non-grammaticalized adverbs which is normally used in a text, while the function words are included into the remaining words, which serve a grammatical purpose (Schmitt & Schmitt, 2013). It also counts the*

*percentage of lexical word present in a text divided by the total number of words. Lexical words stands for noun, adjectives, verb and adverbs. Then, lexical density of a text can be calculated by expressing the number of content carrying words in a text/sentence as a proportion of all the words in the text/sentence (Bestgen, 2017). The short coming of this method is, that it ignores syntactic structure of composition and other cohesive devices present in a given composition.*

*Next is lexical sophistication which measured by looking for what text that has the academic words and to determine low and high frequency, and it shows up that grade 10 has the lowest score. It is possible since grade 10 has less knowledge of writing an essay. Lexical sophistication is calculated by the proportion of low-frequency or advanced words in a text out of the total number of words (Milton, 2009). Lexical Sophistication, it is obtained by comparing the advanced level words used in the composition with the total number of the words used in it. This method has a drawback. It is based on the number of advanced words, which are relative to the exposure and learning. It means this is not a reliable measure of productive vocabulary.*

*The last is lexical variation where it can be found by finding out the type token ration in each essay. As explained before, type token ration is measured by dividing the number of words (token) by the number of types. Grade 12 shows the lowest score and it can be concluded that student in grade 12 rarely repeating words in a sentence. This technique is quite similar with lexical density since both of them are measuring about the content words in an essay, but lexical variation is focusing on the range of different words used across a text, or in other terms, the extent to which repetition is lacking (White, 2014). It is measured by type/token ratio. If a composition has greater number of different words, it would be a better composition. This method is only sensitive for different numbers of words but it does not point out the quality of different words used in composition.*

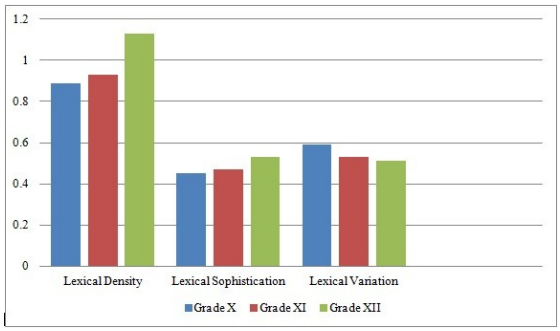



*Figure 1. Comparison of Each Grade*

*As seen in Figure 1, it can be seen more clearly that the three types of lexical richness is a significant increase from grade 10 to 12. Lexical density is the highest percentage among other types. It could be due to the easy calculation. Basically to determine the lexical density of a text, we only need to sort out between verbs, nouns, adverbs, and adjectives. After grouping each type of content words, the author calculates using a tool called LCA. Without these tools, can actually be calculated manually by simply adding up each content words and then dividing it by the total number of words in a text. The disadvantage is to use the manual way later will take a lot of time. In lexical density, it can also be seen that from grade 10 to grade 12 there is a steady rise. It can be interpreted that students' writing ability can be measured from the grade level. The higher grade, the*

*higher the ability to write.*

*Slightly different from lexical density, this type of lexical richness has a fairly low percentage level compared to other types. It concluded that there are few high school students in using academic words. Selection of words used by the students are still common words, so writing the sentence does not have a good meaning. In fact, it is expected to write an essay expository, students can learn to find and write with words that are not common so that it can provide lessons for students to later have a wealth of vocabulary. Yet, on the figure 1 shows the same thing with lexical density where there is a steady increase of classes 10 to 12.*

*In lexical variation, the measurement tool used is TTR where the TTR counts the number of words in a single text, and the number of words repeated several times in a sentence. The comparison is called lexical variation. TTR (type token ratio) is to calculate the total number of word forms, which means any word occurring more than once in the text is calculated each time it is used and it divided by type in one text. After that the result of the division, the number or percentage which can be called lexical variation. Based on the Figure 1, lexical variation includes high enough percentage. It can be interpreted that high school students make texts by using words that are quite a lot where from the beginning they were told to write 350 words within one hour. On average all students comply with the rules by writing according to the provisions. It can not be ascertained that the more tokens, the more types.*

*Different from the previous two types of lexical richness, the percentage of lexical variation decreases. The decrease here is good, as the percentage decreases, indicating that less repetition of the word is used in every sentence. Here it can be concluded that 10th graders most often repeat words in a single sentence. Students in grade 11 show different things where the students are not too many in using word repetition. Decreasing percentage also occurs in the 12th grade where the students in the class already know how to write a good essay. The selection of words they use also includes academic words. They also understand the rules to avoid repeating the word in every sentence.*

## *CONCLUSION*

*Based on the results and discussion previously, the lexical richness can be measured only by three types; lexical density, lexical sophistication, and lexical variation. Each of three types have a measurements which can be used in measuring how rich the lexical on high school students' writing. Writing basically is one of the most arduous aspect on high school curriculum. In writing, students can explore their thoughts or ideas to express their feeling with their own words. Yet, in high school curriculum, writing can be so difficult for students since it becomes one of the requirements to pass their exam. In general, writing has four types; expository, descriptive, persuasive, and narrative. The reason why expository is chosen to be the sample of the data is because expository is the hardest of them all. In writing expository, students are asked to write based on the theme that chosen by the teacher, so the students somehow has limited words to write the essay. It challenges the students to explore the new vocabulary through their writing.*

*This is why the lexical richness has the important roles in students' writing. Using lexical richness to be the measurements is one of the simple*

*way to find out how rich the lexical that students' have in their writing. As explained before in results and discussion, it showed that according to three types of lexical richness, all of them showed the significant increas from grade 10 to 12. It means that as the grade progresses, the students also show the progress on the vocabulary. Students in grade 10 still master a little vocabulary so the choice of words they use is still limited and often written repeatedly. While students in grade 11 have started to use vocabulary that is quite in accordance with the given theme. In the 12th grades, students more concern about the choice of words they use in their writing. They improve their writing skills by choosing some words worthy of use in their writing. By measuring the lexical richness, the aim of this study is the teacher and students will know how good and rich their writing based on the selected words they use.*

*The significance of the study is that the research may useful for the next students and also the teacher. For students, it can be useful for them in the future so that they can be more creative in putting their ideas into their writing. By knowing their level of lexical richness, they can use their error or lack of vocabulary especially to make their writing much more interesting. In addition, this study is expected to be useful for teachers who teach English in high school to improve students' writing skills by knowing their level of lexical richness. Moreover, this can also be expected to the next researcher to be their reference if they later want to examine the level of lexical richness in different subjects.*

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# Debate Technique as Teacher's Strategies in Improving Student's Higher Education English Speaking Skill

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**ABSTRACT**

Speaking is not only used in public forum but also anytime and anywhere. Speaking also required proficiency in order to make communication clearly. The biggest fear of a student is when they have to speak in public, therefore the lecturer's willingness to develop the speaking skill for students become very important, it accompanied by strategies that can make students become more courageous to speak in public. To improve the student's proficiency, teacher needs different strategies based on the skill's differences, such as speaking skill, reading skill and writing skill. Thereby, the different skills required different strategies in order to achieve the different goals and the expected results. This article uses descriptive qualitative as the method in collecting the data. Descriptive qualitative method is used to make a systematic, factual and accurate description, description, or painting of the facts, properties and relationships among the phenomena investigated in terms of words instead of statistics. The result reveals that the excellent score obtained by the students in the vocabulary. The lowest score obtained by the students is in the content of the structure which is the hardest problem that often faced by the higher education students. Moreover, the utilization of this debate technique is effective in order to improve the higher student English speaking skill.

**Keywords:** *speaking skill, teaching strategies, debate technique, students higher education*

## INTRODUCTION

Speaking is not only used in public forum but also wherever and whenever. Speaking also required proficiency in order to make communication clearly. This proficiency is not only benefiting for students 'ability to communicate personally but also to identify the students' ability to communicate personally. Society tends to judge a person's English skills through their own speaking proficiency. According to Oduke (2014), speaking skills is the most important language skills in order to achieve the learning achievement.

The biggest fear of a student is when they have to speak in public, therefore the lecturer's willingness to develop the speaking skill for students become very important, it accompanied by strategies that can make students become more courageous to speak in public. The cooperation between

students and lecturers are required for the
fluency of strategies applied by the lecturers during the teaching and learning process. The lecturer's have more responsibility to develop students with difficulties in speaking in than reading skill or writing skill, therefore teacher needs strategies to encourage their students to speak in the classroom which will affect their courage to speak in public eventually. The cooperation between students and lecturers are required for the fluency of strategies applied by the lecturers during the teaching and learning process. The communication which occasionally occurs in the public context is the only one context, which there is another specific context, such as in the academic context, and business context, therefore the importance of choosing the appropriate communication strategies in public speaking is required as it relates to the other context (Sellnow, 2004).

Teacher needs different strategies based on the skill's differences, such as speaking skill, reading skill and writing skill in order to improve the students proficiency,. Thereby, the different skills required different strategies in order to achieve the different goals and the expected results. According to the writer's experience, higher students sometimes lack the ability to speak in the public. More precisely, the higher students are not lacking in skills but lack in the courage to speak in public, therefore the lecturer need to encourage and set strategies to make their students more courage to speak in public. Futhermore, Herrera (2015) argues that the teaching and curriculum goals need learning strategies that are crucial to plan and consider to align in order to achieve the teaching goals. The preparation of language as communication tools is the teacher's responsible, particularly the language that used for education (Cole, 2008). In line with the statements from Cole, the successful of language learning, including the lesson objectives, this implies the teaching and learning circumstances.

There are previous study relates with the strategies in improving speaking skill. The first previous study entitled dealing with learner reticence in the speaking class by Zhang and Head (2014). This study describes an oral English course for non-English majors at a university in the People's Republic of China. The aim of this study was to increase their motivation and overcome reticence by getting them to talk about what and how they wanted to learn. The result of this study shows that involving the students in making decisions about the design of their oral English course encouraged them to take charge of their learning, which resulted in positive
attitude change and increased motivation. By being actively involved in the creation of activities, they acquired a better understanding of the learning process and were more self-confident in developing the skills they needed to progress towards their own goals in speaking English.

The second previous study is coming from Liu (2009), entitled a context-aware ubiquitous learning environment for language listening and speaking. This study aim is to construct a sensor and handheld augmented reality (AR)-supported ubiquitous learning (u-learning) environment called the Handheld English Language Learning Organization (HELLO), which is geared towards enhancing students' language learning. In order to evaluate the effects of the proposed learning environment on the learning performance of students, a case study on English learning was conducted on a school campus. The

participants included high school teachers and students. A learning course entitled ‘My Campus’ was conducted in the class; it included three activities, namely ‘Campus Environment’, ‘Campus Life’ and ‘Campus Story’. The evaluation results showed that the proposed HELLO and the learning activities could improve the students’ English listening and speaking skills.

The differences between those two previous study with this present study is the subject that used by the writer. The previous studies uses student’s motivation as the subject study and the second previous study uses high school students and the teacher as the subject of the study. This present study uses students as the subject study and observation technique for the in order to collecting the data. Further, the writer also interviews the teacher in order to find the steps in teaching academic speaking class. Futhermore, the writer also interview the students and observe the class in order to find the problem that make the students seldom speak English in the class

Considering those explanations, the writer proposed research questions, as follows:

1. What problems that make students seldom speak English in the Academic Speaking class?
2. Does the teacher's strategies in improving student’s higher education speaking skill using debate technique work effectively?

The aim of this study is to know whether the debate strategies work effectively in improving student’s speaking skill since there are different problem that seldom faced by higher students in English speaking class which make them remain silent in that class. The significance of this study is that this research may provide possible contributions for the teacher and students who will conduct research about applied linguistics. Particularly for the teacher who teaches in academic speaking class may be the debate technique/ strategies can be used according to the student’s characteristics and proficiency. For the next researcher who will conduct research about applied linguistics, it can give more literature on applied linguistics particularly about debate technique as teaching strategies in improving speaking skill for higher students.

Second language teaching and learning become one of the globalisation issues that arise as the impact of the globalization of language. The usage of English lead in to the “New Englishes” which become cultural identity of ESL users who have appropriated English by adding peculiar lexical items, by making changes in pronunciation and grammar, by employing local pragmatic conventions to meet their communicative needs (Ciprianova, E. & Vanco, M, 2010). Furthermore, The result of globalisation shows that English used by non native speaker in all over the world to communicate each other. As a means communication, English consists of various kind of accents and it need to be understood by others. Based on the explanation above as a student which is use English as foreign language, they must have linguistic skill including speaking skill.

Moreover, the role of teacher is required in order to develop the linguistic skill particularly the speaking skill of students. According to its condition that English almost used in all over the world, Thornbury and Slade (2006) assert that speaking happens in a small group of people with a minimum of two since it require feedback from another person so it required two people or more than two people. Speaking happens within shared contexts, shared

context here means the similar situation, similar institutional, and similar culture and social environment which takes place in real time and require spontaneous decision- making an improvisation (VanLier, 1989; Nunan, 1999). The elements of conversation (the social and cultural aspects and the elements which result the conversation) is required in speaking class as the guidance to make the teaching and learning process successful. Furthermore, the proper guidance, interesting activities, correct approach, and high motivation are necessary to be utilized (Applegate, 1975).

According to Kroeker (2009), there are three approaches in teaching speaking in second or foreign language, the indirect approach, direct approach and indirect approach plus. The indirect approach is based on the idea that speaking skill is formed through students' active participation in interactive activities such as discussion, role-play, information gaps, and problem-solving activities (Kuśnierek, 2015).This approach is applied in some language teaching methods, such as the Audiolingual Method, Community Language Learning, and Communicative Language Teaching.

Teaching speaking strategies has been utilized in the classroom for many circumstances (Cook, 2013). There are various number of teaching speaking strategies used by lecturer to teach in the classroom, as follows: critical thinking, through the mass media (blog), debate technique, role-play, cooperative activities, drilling and creative tasks.

Debate is activity that requires a lot of knowledge since this activity presents and argues with opposite points of view (Hawkes, 2016).Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue (Michael & Lorraine, 1996). Student's communication skill can be improved by effective speaking activities. There are many speaking activities can be followed by students such as role plays, becomes radio announcer, master ceremony for wedding, birthday party and etc. One of the effective sepaking activity for students is debate. Debates are most appropriate for intermediate and advanced learners who have been guided in how to prepare debate for them (Quinn, 2009). In line with the statements from Michael & Lorraine, Sabbah (2015) states that the debate technique is effective teaching speaking strategies for higher students, the speaking which becomes indicator in this paper is including the pronunciation, grammar and vocabulary. Furthermore, the teaching speaking strategise usng debate strategy can be applied for another teaching English such as reading, writing and listening.

Debate very useful for students who have less participation in the class. According to Dundes (2001), the students who rarely talk or have less participation in speaking class can be encouraged by the debate as one of the teaching strategies by teacher. Debate technique make the students to master the content of the debate which requires more knowledge, more think critically and more preparation to make support their arguments in debate, thus, debate is an affective way to sharpen the speaking skill. It supported by statements from Maryadi (2008) which states that debate is one of the students motivation since it supports the student's thinking which as the participants, students must defend their opinion or arguments which is in contradiction with conviction them. This strategy make all students to be active and not only as the debate performer.

As one of the communicative and an interactive technique, debate is an interested activity to be practiced in the classroom. Students can learn to maintain their idea which can result different arguments among students. The students will start to argue in order to maintain their opinion. This circumstances make debate as one of the effective speaking activity to train student's speaking skill. Moreover, Bellon (2000), states some benefits of debate, as follows:

1. Improve students' critical thinking. In debating, every student is proposed to analyze a problem critically.
2. Develop students' communication skill. Debaters spend many hours assembling and practicing hundreds of public speeches on topics of national importance.
3. Questioning skill developed in and struggle--often in the face of disappointment and defeat.
4. They are capable of making and defending informed choices about complex issues outside of their own area of interest because they do so on a daily basis.
5. Debate is thus not only a way to connect students with academic subjects in meaningful ways; it is also a way to re-connect students to public life if they have been overcome by feelings of alienation.
6. Policy debate specifically teaches students to adopt multiple perspectives which describe as one of the most important problemsolving skills. According to benefits mentioned above, it makes debate really need to be practiced in speaking classroom. It is appropriate for students to improve their speaking skill.

This article uses descriptive qualitative as the method in collecting the data. Descriptive qualitative method is used to make a systematic, factual and accurate description, description, or painting of the facts, properties and relationships among the phenomena investigated in terms of words instead of statistics. This study employed Speaking Rubric for Fluency Activities adapted from Pearson Education, Inc, in order to know the measurement of the problem faced by the higher students in speaking. The researcher take the data from college students in third semester who take academic speaking class. The number of this academic speaking class is 30 students. In collecting the data the researcher interview the teacher about the steps in teaching academic speaking class. Particularly, the writer also make interview with the students and observe the class in order to find the problem that make the students seldom speak English in the class and the effectiveness of the debate technique in improving students speaking skill.

## FINDING AND DISCUSSION

The researcher perform class observation into the 1 academic speaking class consist of 30 students. Further the researcher also interview the teacher which teach Academic Speaking about the steps used in teaching Academis Speaking Class. According to the teacher, there are 3 steps in Academic Speaking classs to make discussion more interesting, as follows:

1. The teacher should provide any topics related to the academic fields.
2. The teacher divided the students into several groups and each group consists of 4 students.
3. The teacher gives 15-20 minutes to the students to discuss about the topic

4. The teacher asks the students to presents the result and allows the other groups to refuse the statements from other groups.

After those steps are performed, the teacher can start the learning process and the researcher observes the learning process. The researcher fills the speaking indicator to perform the research. The indicator as follows:

**Rubric of Students Speaking Ability**

| Performance areas | EXELLENT | GOOD | AVERAGE | POOR | SCORE |
|---|---|---|---|---|---|
| Performance | There is almost no mistake in expression | There are few mistakes in expression | There are many mistakes in expression | Almost all mistakes in expression | EXC: 6<br>G: 10<br>AVG: 8<br>P: 6 |
| Content | Tells the story effectivelly with almost always understands the generic structures appropriately | Tells the story effectively with few mistakes in the generic structure that does not interfere the communication | Tries to tell the story with few mistakes in the generic structures that does not interfere the communication | Tries to tell the story with some mistakes in the generic structure that interferes the communication | EXC: 8<br>G: 9<br>AVG: 11<br>P: 2 |
| Fluency | Speaks smoothly, with little hesitation that does not interfere communication | Speaks with some hesitation, but it does not usually interfere communication | Speaks with some hesitation which often interfere communication | Hesitates too often when speaking, which often interferes communication | EXC: 5<br>G: 16<br>AVG: 4<br>P: 5 |
| Accuracy | There is almost no mistake in the accuracy of constructing of correct pieces of language | There are few mistakes in the accuracy of constructing of correct pieces of language | There are many mistakes in the accuracy of constructing of correct pieces of language | Almost all sentences contain mistake in the accuracy of constructing of correct pieces of language | EXC: 12<br>G: 8<br>AVG: 5<br>P: 5 |
| Pronunciation | Pronunciation and intonation are almost | Pronunciation and intonation are usually clear/accurate | Pronunciation and intonation errors, sometimes | Frequent problems with pronunciation and intonation | EXC: 9<br>G: 7 |

| | | | | | |
|---|---|---|---|---|---|
| | always very clear/accurate | with a few problem areas | make it difficult to understand the student | | AVG: 8<br>P: 6 |
| Vocabulary | Uses a variety of vocabulary and expression | Uses a variety of vocabulary and expression, but makes some errors in word choice | Uses limited vocabulary and expression | Uses only basic vocabulary and expressions | EXC: 13<br>G: 7<br>AVG: 6<br>P: 4 |

Adapted from WorldView Levels 1-4: Video/DVD Speaking Rubric for Fluency Activities Copyright © 2005 by Pearson Education, Inc.

**Excellent : 91-100**
**Good : 75-90**
**Average : 60-74**
**Poor : 0-59**

The result shows that the excellent score obtained by the students in the vocabulary. Vocabulary is required to support the fluency of speaking. The number of vocabularies can enrich the speaker with a variety of words that have the respective functions. For higher education students, the various vocabulary are actually very necessary since it can help in doing assignments and support them to face the world of work. As the students of English department, they should have various vocabulary. It also supported by the expression of their face following their speech. From the highest score obtained by students, the writer concludes that vocabulary gives remarkable impact to the student's speaking ability. More various vocabulary they have, more knowledge and more arguments they will state in the learning process by debate techniques.

The highest score of the lowest grade (poor) is in the performance (expression) and pronunciation. The expression of the students when they state their arguments make sure that they have much information and ensure the audiences and the opponents. Great expressions make their opponents feel intimidates and it increase the points also. Furthermore, the great expressions showing confidence in the statements and the good pronunciation makes the statement of someone easily understood by others, so that the message in the statements can be conveyed clearly and the communication went well. In that table above the pronunciation obtained the highest score of the lowest grade. For the speaker it gives disadvantages since their arguments won't be easily understood by their opponents. It gives chances for the opponent to counter the arguments of the speaker.

The highest average score obtained by students is in the fluency of speaking English. The students which get the average score tend to speaks with some hesitation. It can be related with the number of the vocabulary of the students. Further, there is another factor that influences the student's fluency, it relates with anxiety of the students as seen in the gesture of the students when stating their arguments. This factor can be decreased by learning more and reads

more material in order to decrease their anxiety. According to the lowest score obtained by the students, the content of the structure is the hardest problem that often faced by the higher education students. The lowest score is in the content that delivered by the students. The students who have the low score in the content of the debates is try to tell the story with some mistakes in the generic structure that interferes the communication.

Further, the message they conveys is not too clear. They also use the basic vocabulary so their speech seems so bored and not interesting. It leads them into the anxiety of the students and the lack of confidence in speaking in front the people. The structure of their sentences also make the hearer confuse thus the purpose of their speech cannot be understood clearly by the hearer. Moreover, the usage of this debate technique in improving students speaking skill is effective. It could be seen from the amount of the lowest score in every indicator which is lower than 50% of the total number of the students in that class.

The affectivity of the debate as teaching technique for higher students, according to the table above is quite effective. According the observation of the writer, there are some students which rarely speak in the speaking class become slightly active and share their idea. The interview shows that it influenced by the encouragement given by the teacher to the students. Although they cannot reach the excellent or good score in that class but they manage to perform in front of the class and manage their performance. The utilization of the debate technique as teaching strategies hopefully can help the students to be brave speaking in front of the class and share their idea.

## CONCLUSION

Based on the result above there are two findings in this study, first is the problem that faced by the students in English Speaking Class that make them seldom speak in the class is the lowest knowledge about how to construct the content in the debate class. The failure in constructing sentences can caused by many mistake, one of them is lack in vocabulary which can cause the anxiety of the students and the lack of confidence in speaking in front the people particularly in front their teacher and their friends.

Further, the lowest score in every indicator shows that the amount of the students which get the lowest score is not more than 50%. So, it can be concluded that the utilization of this debate technique to improve the student English speaking skill is effective. For further researcher who wants to conduct the similar study with this study, they can use different object such as Junior High School or Senior High School or Vocational High School students. Moreover, for the present researchers are recommended to perform comparison study with another study.

Moreover, the usage of debate technique as teaching strategies for higher students is effective since the students which rarely speak in the speaking class become slightly active and shares their idea. Although they cannot reach the excellent or good score in that class but they manage to perform in front of the class and manage their performance.

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# NEEDS ANALYSIS ON DEVELOPING A SYLLABUS OF ENGLISH FOR THE STUDY PROGRAM OF DEVELOPMENT ECONOMICS *UNIVERSITAS BRAWIJAYA*

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***Abstract**: Needs analysis plays an important role in developing curriculum of English for Specific Purposes (ESP). This study investigated the needs and views of Study Program of Development Economics (SPDE) students of ESP courses. There were three types of instruments used, a set of questionnaire for the students of SPDE, interview checklists for the English lecturer and the head of study program, and documents. The result of the study showed that the syllabus should facilitate the ability to communicate in English on academic, general, and vocational situation in the economics field. The English course should also focus the students on reading skill.*

***Keywords**: Needs Analysis, Development Economics, English for Specific Purposes*

## INTRODUCTION

In Universitas Brawijaya (UB), English is taught as a compulsory subject for non-English departments and is categorized as a general lecture (*Buku Pedoman Akademik Universitas Brawijaya, 2016*). By having English course in all non-English departments, it is expected that all students have good fluency in English. Study Program of Development Economics (SPDE) of UB offers an English course as one of the compulsory subjects provided in its curriculum. Based on Academic Guidebook or *Pedoman Akademik Program Sarjana 2016/2017* of FEB, this course is conducted in one semester, which is in the first semester of three credits.

English for Specific Purposes is an approach to language teaching in which all decisions as to content and method are based on learners' reason in learning (Hutchinson & Waters,1987:19). The teaching of ESP is, in many ways similar to the teaching of English in general although there are some features that are typical in different specialized subjects and that ESP should be recognized as an approach. Robinson (1991:19) viewed ESP as an enterprise, involving education, training, and practice and drawing upon three major realisms of knowledge namely language, pedagogy, and

students'/participants' specialist area of interest. Whereas, Richards and Rogers (2001:107) saw ESP as a movement that seeks to serve the language needs of learners who need English in order to carry out specific roles (e.g. student, engineer, nurse) and who need to acquire content and real-world skills through the medium of it rather than master the language for its own sake.

In general, ESP teachers face similar problems like those faced by teachers of English for general purposes such as learner factors and methodology. Abbot (1978, cited in Budianto, 2003:19) states that ESP teachers will have to face three kinds of problems; materials writing, students' motivation, and responsibility of contents. In short, ESP must be seen as an approach, not as a product. ESP is not a particular kind of language methodology. It is an approach to language learning based on the learners' needs to understand the message conveyed in the reading materials presented to them. This may mean that the students are the users of the language rather than the learner of the knowledge.

Unfortunately, based on personal experiences and casual observations conducted by the researcher, there are two main problems in the teaching of English in SPDE. Firstly, there is no well-designed syllabus of English course found in this study program. The absence of the syllabus has contributed to the existing problems encountered by either the lecturer or students as there is no statement over the goals of objectives, instructional materials and media, teaching-learning activities, assessment, and time allocation which are supposed to determine how the EAP course is going to be delivered (Nurisma, 2013:8). Secondly, the materials used were taken from the textbook or even downloaded from the Internet for the sake of availability. This might affect the flexibility of the materials.

The conditions above lead the impacts to two parties, the teachers and the students. On the teacher's side, this may take the result of the teaching itself. The absence of the syllabus may take the teaching to a terrible situation since syllabus functions as the guide for teaching. On the student's side, this will lead to their satisfaction of the course. They will think that the teaching is disorganized and unplanned since the class has no course guideline.

This study aimed to investigate the needs and views of SPDE students towards ESP. Since the syllabus has not been developed yet, this study is intended to find information for the syllabus development. Needs analysis as the first step of developing syllabus becomes important to conduct.

**Needs Analysis**

The first and considered as the very basic step to do is the needs survey. It is considered to be the most important step in developmental research. Howkey (1980, cited in Budianto, 2003:35) says that the needs survey is a tool for course designer. In accordance to this statement, the importance of needs survey focuses on its role as a starting point or a guide for course design, syllabus design, and material selection. The purpose of this step is to find out the needs of the learners for whom the syllabus is intended. It is conducted to obtain as much information as possible in any given situation about the learners and their purposes in acquiring the target language, about the lecturers or instructors and their expectation, about the economics and their needs in the real working world. It also includes the identification of the communication requirements, personal needs, motivations, characteristics of the learners, and any information related to the program. Three important aspects that should be considered are the informants, the instruments, and the procedures of needs survey.

**METHODS**

This study is intended to investigate needs and views of SPDE students of ESP courses.

*Participants*

The study was conducted at the odd semester of 2016/2017 academic year in FEB-UB. The subjects of the study were the first-semester students of SPDE-FEB-UB in English language class. The English course students were those who were studying English in the first semester. The students were taken from 2 (two) classes with the total amount of 55 students. Another participant was the lecturer who was teaching in the current semester in the specific study program. This study also involved the lecturer of SPDE as subject specialist teaching the content of major subjects of Development Economics and also the head of SPDE. The purpose of this step was to match the subjects or topics of discussion focusing on students' needs.

*Instruments*

There were three types of instruments used in this stage: questionnaire, interview, and documents. These instruments are based on Olshtain and Dubin (1992) that in the situation in which there was no syllabus, the syllabus design was based on the information gathered in the fact finding, needs survey, through material in use, lecturers, and students.

A. Questionnaire

Questionnaire is considered to be the most common instrument used. Questionnaires are documents that ask the same questions of all individuals in the sample (Borg & Gall, 2003:222). In this study, the questionnaire was given to all students as the subject of this study. It contains the questions to gather data about the characteristics, needs, and wants. The questionnaire given to the students consisted of 14 (fourteen) questions. They were divided into 4 (four) different parts. The first part was the objective of learning English, the second was the method in teaching English, the third was the material used in English course, and the fourth was the evaluation applied in English course.This questionnaire was made based on the needs and the objective of this study. Therefore, it also invited respondents' comments and suggestions. It was presented in Bahasa Indonesia as the students' native language to avoid ambiguity and misunderstood.

B. Interview

A series of focused interview was carried out to the subject specialist and English course lecturers. Brown (1995:49) states that individual interviews allow for gathering personal responses and view privately. The interview itself was divided into three different parts. The first was interviewing English language lecturer. This was intended to gather information about the current English teaching and learning in SPDE. The second interview was conducted with the subject specialist. This was intended to gather information concerning the suggestions, comments, and opinions of the English program relevant to the English syllabus. The subject specialist is the lecturer of SPDE who is teaching the major subjects of Development Economics. The third interview was conducted with the head of SPDE. The objective of this interview is similar to the interview with subject specialist.

C. Documents

The collection of documents is permitted to get valuable educational policy such as curriculum and strategic plans of the institution. The document was the blueprint and the guideline of the teaching material and policy in the institution. The most common method of recording data collected during observation was field notes. The field notes contains two components, the descriptive part including a complete description of the setting: who, when, and what was done and the reflective part including the researcher comments on the events (Ary et al., 2002:431)

Meanwhile, the data from the interviews were in the form of information, opinion, and

suggestion. They were coded based on each item, then classified, and finally, changed into percentage. The highest number of the percentage of the data that showed respondents' preference was reported descriptively. Finally, this result was taken into account in designing the English syllabus for the students of SPDE.

*Data Collection*

There were three things to do in conducting the needs assessment. The first was spreading out the questionnaire to the students of SPDE. The questionnaire was given to 2 (two) classes of SPDE academic year 2016/2017. The second was conducting the interview with the subjects, they were the English course lecturer, subject specialist or the lecturer of SPDE who taught the subject of Economic Development, and the Head of SPDE. The third is studying the document of to get valuable educational policy such as curriculum and strategic plans of the institution.

## DISCUSSION

### The Result of Analyzing Questionnaires from the Students

The questionnaire for the students consists of three variables, they are the objective of learning English, the methods used in learning English, and evaluation. Concerning the objectives, the question was intended to find out the objectives that students want to achieve in learning English.

Most students (68.2%) stated that they learn English for communication. The second variable is the methods the do when they learning English. For about 69.5% students prefer to go on discussion when they are in English class. In using media during English learning, 54.6% students think that teaching media are very important. Most students (54.8%) state that the media which are suitable in language learning are audio visual. Talking about the compatibility of their present study with the English they learn in the English course, 92.7% students agree and 81.1% students think that the topics they discuss in English class is appropriate with their present study. English skill they need to learn is speaking (64.5%) and reading (10.5%). The students (74.6%) also think the material they need in English class talks about general topics and topics in their study areas. In learning English, the also experience difficulties. About 37.1% students have difficulties understanding the words in listening, 42.6% students have problems in making sentences in speaking practice, 40.3% students have difficulties in understanding the contents of the texts, and 45.7% students have problems in

grammar accuracy when they write.

In conducting the evaluation, 28.7% students agree with the assignments and they do the group assignments (34.2%).

**The Result of Analyzing Interview Data with the Head of the Study Program and the Subject Matter Specialist**

The interview covered three variables, they were the general aspects of SPDE, the general aspects of English course, and the general aspects of the teaching in SPDE. The general aspects of SPDE covered three questions. The first was about the profile of SPDE's graduates. Concerning the first question on the profile of the graduates of SPDE, the lecturer explained it based on the document of SPDE. The graduates of SPDE, based on the competence, are those who have career as policy maker in economics of development field and local government's finance. They are expected to be able to compose design of policies suited with the materials in the study program. The materials include government and local government's finance, economics and human and natural resources, as well as Islamic economics and banking. The second question was the opinion of the lecturer toward the improvement of the teaching of English in SPDE. The lecturer stated that the teaching of English in SPDE should not only introduce English to the students but also introduce the subject taught in SPDE. This also answered third question about the efforts of the faculty to improve the teaching of English. The faculty itself understands that teaching media are needed in the teaching. Therefore, some classes are equipped with audio visual devices to support teaching learning process. It is expected that it is also useful for English course.

The second variable was the general aspects of English course. It covered six descriptions. The first was the objective of English course. Based on the explanation, the objective of English course in SPDE was making the English course as the medium for the students to practice English in the area of Development Economics.

The second question dealt with the skills needed in English course. The secretary of the department stated that the students should be trained with speaking skill as the students should be able to communicate in English. Reading also became another skill to be trained since the students would deal with some sources of their study in English.

Topics to be given in English course became the next question for the lecturer. As the objective of English course in

SPDE, it is expected that the topics of the materials deal with the subjects and topics to be discussed in the study program, such as banking, economics and human resources, local economics, and Islamic economics. The topics should be converted in reading and speaking skills as most lecturers ask the students to read journals and paraphrase or present the topics from journals as a part of assessments. Therefore, the lecturer suggested to give more emphasize to reading and speaking skills.

The next question dealt with teaching methodology and evaluation. The participatory method, where lecturer and students discuss about specific topics, then the lecturer ask the students to present the opinion became the suggestion from the lecturer as the suggested teaching methodology. As other subjects, the lecturer also suggested to evaluate students through their English writing ability and their speaking performance.

The last question is the frequency of English course in SPDE. The lecturer thinks that English course is not enough to be offered in once in students' whole study. They are good in knowledge about Economy, but somehow they will be poor in communication skill, especially in English.

The third variable dealt with general aspects of the teaching in SPDE. It covers two questions. They are the use of English in assessing students and the requirement to use English in class. Based on the information from the lecturer, the teaching is presented in *Bahasa Indonesia*, but most of the materials and journals that the students should read are in English. The students could present the result of their works either in *Bahasa Indonesia* or in English.

**The Result of Analyzing Interview Data with the English Lecturer**

The interview with English lecturer covered two variables, they were general aspects of English course and general aspects of SPDE's class. The general aspects of English course covered nine descriptions. The first question dealt with the instructional objective of the English subject at SPDE. The objective of English subject which is also stated in the course outline is to empower students with essential knowledge of communication used in business and ability to apply this knowledge in comprehension and production. This course itself focuses on effective communication (written and oral) in varied business activities. The second question was about the syllabus used in teaching English in SPDE. As stated previously, this course had no syllabus. The

one this course had was the course outline which was used in all departments in Faculty of Economics and Business.

The third question is the topics given to the students. The topics were already stated in the course outline. The teaching media used to deliver the materials are audio visual and audio which were also stated in the course outline.

The fourth question dealt with language skills given to the students. The lecturer stated that this course focused on reading and writing. She thought that when the students practice writing, they need to read first. That is why reading was also taught in this course. Reading strategies were also introduced. Then, she also explained that she also put speaking in the skill she specified for communicative reason. This is in line with fifth question about language skills students should master after they took the English course. Based on course outline, the skills students should master are speaking and writing. The next questions dealt with assessment. Based on course outline, there were six assignments. In measuring students' competence in the course, the lecturer used structured assignments and quizzes. This answered last question the question about kinds of assessments to measure students' competence.

The second variable was the general aspects of SPDE class. It had two descriptions. The first was about problems of teaching ESP course. The lecturer stated that the first difficulty in teaching ESP was the students' English ability. Since the students came from different background, their English ability is somehow varied that made some students discouraged and they did not want to participate in the classroom, especially for students with low ability in English. The second problem was the students' attitude toward English course. The lecturer stated that some students did not want to be active during the class session. They seem uninterested in the class session for English course is not their major lecture.

The last question dealt with the students' proficiency level. The lecturer stated that the level of the students in her class was elementary to intermediate. She assumed this criteria based on the result of the students' pretest score given in the first meeting.

**The Result of Analyzing Document of SPDE**

The third need analysis was the analysis of the document. The documents were analyzed to get clear direction and expectation of the course formally stated in the Curriculum of SPDE-FEB-UB. It was gained from the study program itself through the

explanation from the academic guide book and the secretary of study program. The academic guide book states the document of each study program such as the curriculum and learning outcomes.

According to the FEB's curriculum, there are 3 credits dedicated to English instruction in SPDE namely *Bahasa Inggris*. This course is presented in the first semester. The English course itself is taught only once in student's active study time. This is in line with the explanation from the secretary of study program. SPDE has the vision to become an internationally standardized educational institution in the field of applied economics corresponding to the dynamics of society.

## CONCLUSION

From the result of the questionnaire and interviews, it can be concluded that the first goal of the English course is to equip the students with the ability to communicate in English on academic, general, and vocational situation in the economics field with the interlocutors mainly with their friends, lecturers, and colleagues in their work fields. The second goal is to give students reading skill; to enable students not only understand topic or main idea of an English text or articles standing but also the context and content through answering provided questions, finding implicit and explicit meaning, skimming, scanning.

To motivate and encourage students getting involved in such activities, other than preparation and guidance, relevant topics of students' major in economics to which the students are eager to be exposed were carefully selected as medium of learning necessary knowledge of language systems and uses.

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# DEVELOPING ENGLISH MATERIALS FOR FINE ARTS STUDY PROGRAM STUDENTS AT THE FACULTY OF CULTURAL STUDIES OF UNIVERSITAS BRAWIJAYA

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**Abstract:** this study was aimed at developing an English textbook for the students of Fine Arts Study Program in Faculty of Cultural Studies of Universitas Brawijaya Malang. The study was based on the design of Research and Development by Borg and Gall (1983). Thus, this study involved several stages namely the needs analysis, development of product, expert validation, materials try-out, and the finished product as the final stage out of the series of stages suggested. Questionnaires were employed as one of the instruments to obtain data during the needs analysis. Semi-structured interview was also conducted to lecturers teaching English in those particular students. an expert was then requested for his involvement in validating the textbook and giving some suggestions for the improvement of the product. Try-out stage was carried out in the real class situation for the purpose of investigating the feasibility of the developed textbook. The final product of this study was in the form of a textbook consisting of six units in which each covered materials on three language skills (reading, speaking, and writing) plus those of vocabulary and grammar. This textbook was also completed with a guidebook for teacher containing the guideline fo each activity and the answer keys for the exercises.

**Keywords:** textbook, Fine Arts Study Program, Reasearch and Development

## INTRODUCTION

Teaching material is one of the components of teaching and learning that is inevitably required. Some of the materials for teaching are already available for purchase. Unfortunately, due to the distinct characteristics and diferent needs of learners in particular settings, the instructional materials cannot be easily grabbed over-the counter. Thus, it is the responsibility for teachers to dedicate time in the developing one that is pertinent with the field of study.

Materials development has continously been attractive and quite a challenge for some practitioners that the studies on this field has been conducted by some researchers. Among others are Winarti (2012) who did her research entitled 'Developing Supplementary Materials (Workbook) for I-Tutor Net English Course, Malang. Meanwhile, Ulfa (2012) performed the study with the title ' Developing a Prototype of Englsih Textbook for Information Management Progra, at Politeknik Negeri Malang. Kurniawan (2012) wrote his thesis under the tiltle 'Developing Listening Materials for the Eleventh Year Students of Madrasah Aaliyah Al-Maarif Singosari Malang.' Sukirman (2013) finished his thesis entitled 'Developing English Word-formation Materials for Undergraduate tudents at State Islamic University Alaudin Makasar'. Meanwhile, Aniroh (2009) finished her thesis entitled ' Developing Textbook for the Students of Diploma III Program in Hotel Management.' Sismiati (2011) conducted her dissertation with the title 'Developing English Oral Communication Instructional Material for the Nursing School.' Hidayat in 2013 also finished his study with his thesis under the title of ' Developing Instructional Material for Biology Education Department Students of IAIN Raden Intan, Lampung.' Many more research have been conducted and are in the process of doing and this fact somehow confirms that instructional materials for the

teaching and learning processes are of very great importance.

## REVIEW OF RELATED LITERATURE

The presence of textbook is considered to be basic and essential although it is not the only component required in the teaching and learnin process. Some other instructional materials can come in many different forms such as videos, flashcard, websites, games, and textbook. Oura (n.d, 65) confirms that 'there has been a wide range of materials that can include EFL-ESL texts, audiotapes with accompaniying workbooks, videotapes with students worksheets, and various Computer Assisted Language Learning (CALL) programs.' Many of the previously mentioned instructional materials are accessible for purchase over-the-counter. Thus there is the need to develop materials, in this case textbook, which in accordance with the specific needs of the particular students, stake-holders, and institution.

The importance of instructional material for the teaching and leraning process is emphasized by Richards (2011:251) who articulates that 'instructional materials generally serve as the basis of much of the lnguage input that learners receive and the language practice in the classroom.' Tomlinson (2012) is also in agreement with this idea. Allwright (1990: 14) says that materials should teach students to learn that there should be resource books for ideas and activities for instruction in learning, and that they are expected to provide teachers with rationales for what they do. Above and beyond, Flanagan indicates that workbook is a form of printed materials intended to offer objective exercises for the good command of certain skill. Besides, instructional materials present learners with experiences and expossures in the classroom.

Developing instructional materials takes not only time into the making, but also a lot of thoughts and effort. To avoid the objectives of teaching and learning from being violated, there are some aspects to be taken into consideration. Some experts have set guidelines of a good instructional materials. Tomlinson (2008: 17) suggests that the developers of instructional materials should consider 'for what kinds of learners who use these books, and are these books meeting the targets users need and want'.

Meanshilw, Nunan (1991: 208) states that materials, be the one developed commercially or produced by the teachers, serve as the essential element in the curriculum and are the most perceptible and establish a crucial element within the curriculum, are often the most tangible and perceptible aspect of it. meanwhile, Hyland (2003: 85) argues that materials tend to be predominantly printed out in paper, yet they can come in the forms of audio and visual materials, computer-based properties, and actual objects.

As in the examination of textbook, Hyland (2003: 96) proposes that some considerations are to make prior to examining any textbook. Those are: (1) the general orientation of the course, (2) the role that the textbook plays, (3) who the learners are, their profieciency levels, their expectation of the textbook, and their budgets, (4) the learners' goals, (5) the institutional constraints, (6) who the teachers are and the training, skills and experiences they have.

Principles in the development of instructional materials have been developed by some experts as guidance for the development processes. The presence of principles are required to ensure that the instructional materials developed benefit the teachers and students in many ways possible. As for the students, instructional materials are expected to give learners more intake for learning that teachers might fail to deliver. As for the teachers, instructional materials help teachers to get the message acrossed and intensify the explanation on the subject matter. Thus, it is to say that instructional materials influences the disposition on the outcomes of teaching and learning activities. It is so as instrcutional materials bear with them what is taught, learned, and prearranged. Besides, instructional materials posses control over the classroom sessions in that the core of students' and teachers attention is on the instructional materials employed.

Characteristics of instructional materials are other aspect necessary to be paid attention to in the production of instructional materials itself. Some experts have come out with their set of characteristics. One of them is Tomlinso (2012: 54) whi states that 'materials can be informative (informing the learners about the target language), instructional (guiding the learner in

practicing the language), experiential (providing the learners with experience of the language in use), eliciting (encouraging the learners to use the language), and exploratory (helping the learners to make discoveries about the language).

Nunan (in Hidalgo, 1995: 173 – 179) devices six principles for the production of instructional materials. The first is that the instructional materials constructed have to be in line with the curriculum established. The second is that the texts and tasks have to be authentic by nature. Then, instructionl materials have to provoke interactions, trigger learners to pay their attention to the formal aspects of the language, incite laerners to foster the learning skills, and drive the students to put their developing language into practice.

Authenticity of the texts and tasks in an instructional materials becomes another concern. This is somewaht in line with Nunan (in Hidalgo, 1995: 173) who states that 'the authenticity of the texts which are used as the basis of materials development and authenticity of the tasks which learners perform in connection with the texts.' A text is considered to be authentic when it is not solely designed for the purpose of learning. As for the task, its authenticity is when it requires the learners to practice a language which reflects the real life situation's need such as explaining an artwork or performing as a curator for Fine Arts students.

Instructional materials have several functions. Dudley-Evans and St. John (1998: 170 – 171) in Richards, 2001: 251 list the functions of instructional materials which are: (1) a source of language, (2) a learning support, (motivation and stimulation, (4) as reference.

English for Fine Arts study program students is one of the cumpolsary subjects they have to take an is offered in the second semester that take up two credits. The *Buku Pedoman* (2015) contains the description of this subject as 'the students are expected to have mastery aand competency on vocabulary and structure of the language orally and in written form to be further implemented in various activities within the teaching and learning processes and in real life.'

As one of the subjects offered to students, English course has been equiped with

the syllabus developed earlier. The development of the syllabus underwent several stages including and was developed based on the analysis of needs. They were classroom observation, questionnairres and interview to gain some necessary data. The outcome of the process is the content-based syllabus considering that the English taught will be related with the topics related to the discussion in their field of study.

The syllabus then proposes three learning objectives. The first is that the students are expected to have comprehension on many different texts related to their field of study upon completing their course. The second happends to be that the students are expected to have understanding on certain vocabulary items and English structures related to the texts. The development of writing skill is ephasized to be the last learning objective set.

So far, the teaching and Learning of English in the Fine Arts study program is lacking in that there has not been any fixed instructional material available for use based on their specific needs. The existing materials, if any, are in the form of loose materials and some of them do not have exercises in them. Thus, the objective of this study is to develop an English textbook which would be used by the lecturers in the teaching and students in learning English for Fine Arts study program in the Faculty of Cultural Studies, Universitas Brawijaya.

## METHOD

This study used the Educational Research and Development approach which has been adapted from the model developed by Borg and Gall. Borg and Gall (1998: 772) put it as:

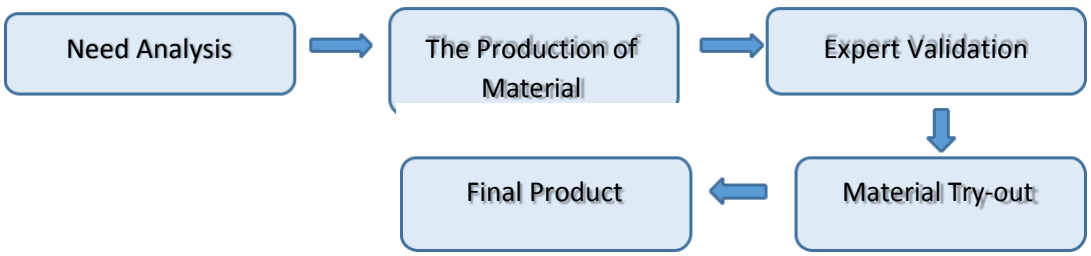
a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on the finding, field testing in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage

This design by Borg and Gall proposes ten stages of instructional material development (Borg and Gall, 1983: 272). The first is the

research and information collection which can consist of acivities such as literature review, classroom observation and subject matter's report provision. The seond stage is planing which includes several activities such as skills and course objective identification as well as the administration of small scale feasibility testing. The third stage is the development of preliminary form of the product. It comprises the preparation of instructional materials along with the evaluation devices. The following stage that follows is the preliminary field testing that is designed to get some essential information from the field. For this objective, some instruments such as questionnaires, observation sheet, and interview are utilized. Stage five of the process is main field-testing. This phase enables the researchers to collect the subjects' qualitative data before and after the course. Next, revision on the product is conducted. The eight stage is then the operational field testing. As for the stage nine if the revision of the final product based on the results of operational field-testing. The stage ten is then the dissemination and implementation. This last stage enables the researchers to report the result of the research in meetings or journals or when the book is finally commercially published.

However, this study adapted the processes proposed by Borg and Gall into shorter cycle of the process. Nevertheless, the adapted version of the cycle stil ensured that the quality was still maintained. The adapted stages were the needs analysis, instructional materials development, expert validation, instructional materials try-out, and lastly final revision and evaluation.

**Figure 1 The Adapted Stages of Material Development**




This study required data in the form of responses from the students and lecturers which were obtained from the survey

and would be used as the basis for the textbook development. The feedbacks and comments from the expert validator were also used that would be used for the revision of the instructional materials developed whenever deemed necessary.

**Table 1 The Instruments of the Study**

| No | Stage | Instrument | Data Collected | Subjects |
|---|---|---|---|---|
| 1 | Needs survey | Questionnaires and unstructured interview | Feedback and comment for the developed instructional materials | Students and English Lecturers |
| 2 | Expert Validation | Checklist | Feedback and comment on the developed instructional materials | Expert |
| 3 | Try-out | Questionnaires | Response on the developed instructional materials | Students and English Lecturers |

The data collected were processed for different purposes. The data obtained from the questionnaire distributed to the respondents in the need survey elicited information required for the construction of the components to be present in the instructional materials developed. the interview would provide insights contributing to the details of the research. Meanwhile, the data provided by the expert validator was used for the improvement for the improvement of the product.

The result of needs analysis drove the researcher to come up with the planning of what to be present in the book as described in the bookmap shown below.

**Table 2 Bookmap**

| No. | Chapter | Description | |
|---|---|---|---|
| 1. | **Chapter 1** 'Color' | Reading | : The Color Wheel |
| | | Grammar | : identifying part of speech |
| | | Speaking | : What is Your Favourite Color? |
| | | Writing | : A Survey |
| 2. | **Chapter 2** | Reading | : Peruvian Pottery |

| | | | |
|---|---|---|---|
| | **'**Peruvian Pottery' | Grammar | : Simple Past Tense |
| | | Speaking | : Talking about past experience |
| | | Writing | : Writing about pottery in the past |
| 3. | **Chapter 3 '**Modern Art Movement' | Reading | : Modern Art Movement |
| | | Grammar | : Noun phrase |
| | | Speaking | : Interviewing |
| | | Writing | : Writing a biography of an artist |
| 4. | **Chapter 4** 'Wood Carving in Indonesia' | Reading | : Wood Carving in Indonesia |
| | | Grammar | : Degree of Comparison |
| | | Speaking | : Asking for Opinions |
| | | Writing | : Comparing Works of Art |
| 5. | **Chapter 5** 'Cubism' | Reading | : Cubism |
| | | Grammar | : Modals: should and could |
| | | Speaking | : Giving advice |
| | | Writing | : Writing text messages |
| 6. | **Chapter 6 '**Louvre Museum' | Reading | : Louvre Museum |
| | | Grammar | : Simple present |
| | | Speaking | : Tour Guiding in Art Exhibition |
| | | Writing | : Describing a Museum |

## RESULT OF THE DEVELOPMENT

The instructional material which is in the form of a textbook was developed based on the syllabus and needs analysis. As the result, the textbook developed comprises of 6 units. Those units were designed to be used for 16 meetings in which each lasted for two-credit hours. This idea was supported with the rationale that out of 16 meetings, there are usually around 12 meetings which require the use of the textbook as the rest are for introduction, mid-term test, review, and final test sessions. the number of the units developed was based on the syllabus and also with the consideration that one unit could be used in two meetings. The rrangement of the order of materials presentation were made similar in each unit. Each section was initiated with reading section with vocabulary exercises embeded in it. Therefore, the vocabulary items put in the vocabulary exercises were the ones found in the reading text. Next, each unit discussed grammar explanation and exercises which was decided base on the grammar feature mostly use in the text and then followed by speaking and writing activities as the closing.

Unit 1 discussed the topic of color with the text entitled 'Kinds of Color.' The grammar explanation in this unit was about part of speech. In the speaking section, students were led to compose dialogs focusing on 'likes and dislike.' Meanwhile, the writing section was developed to help students to write a short paragraph, if not a longer passage, about the favourite colors of their friends. Thus, the students were provided with a survey table to fill the result of which would be used to develop their paragraph.

Unit 2 contained reading text with the title 'Ancient Poetry.' The grammar discussed was simple past tense and past experiences became the topic for the speaking section which required the students to make dialogs on the topic with their fellow counterparts. Since past experience belonged to recount text, the writing material intended for this unit was writing recount text. Speaking exercise had been developed to support students in doing writing exercise.

In unit 3, the text under the title of 'The Modern Art' was presented. As for the grammar section, the focus was on the discussion of noun phrase.finding personal information was designed to be used in the speaking activity. This was so because the text mostly discussed the influential figures in the modern art movements. While in writing activity, the students were assigned to write a short biography. For this activity to run well, some pieces of information about the facts of life of those figures were made available. However, the students were allowed to add more pieces of information necessary on the figure chosen.

Meanwhile, Unit 3 of the textbook developed discussed the art in Indonesia using the text entitled 'Art in Indonesia.' It mainly discussed what shaped art in Indonesia. Degree of comparison was then presented in the grammar section to help the students to tell their preference or what they like better. Having the knowledge on hand, the students were expected to be capable of comparing things, in this case the works of art. Thus, the writing section enabled the students to do comparison in the written form.

Cubism was presented as the topic in Unit 5. The text chosen in reading section was entitled 'The Characteristics of Cubism.' The use of modals 'should vs. can' and how they differ from each other was the

topic for grammar section. in speaking section, the topic on giving and asking for suggestion was given to students. Since writing was developed in accordance with the speaking section, it directed the students to write a letter about giving an advice. Some problems were provided for the students to choose from and they had to write the solution for it.

The last chapter of this textbook, Unit 6, offered reading text about the Louvre Museum. The grammar section discussed Simple present. Then, the speaking section enable the students to become a tour guide in an art exhibition and this skill was to be practiced in a group by doing role play as if they were in the real situation of an at exhibition. Descriptive text, then, became the topic for discussion in the writing passage. It was epexted that upon mastering this skill, the students would be able to describe their own work of art in the future.

This textbook was also supplemented with a separate book for the teacher. This separated supplementary book contained the instructions or guidelines on what to do with the materials presented and the exercises that followed. This was also complemented with answer key for the exercises (especially for the reading, vocabulary, and grammar sections).

## CONCLUSION AND SUGGESTIONS

The product of this study was an instructional materials developed in the form of a textbook for the students of Fine Arts Study Program in the Faculty of Cultural Studies at Universitas Brawijaya. The development of this textbook was mainly based on the syllabus that was already available and the needs analysis.

The textbook developed in this study were evaluated by the expert validator and the students during the try-out session. Some feedbacks and suggestions were given by the validator and the revision was made accordingly. The suggestion given by the students from the try-out session was also given into consideration.

Nevertheless, the responses obtained from the expert validation stage and try-out sessions indicated that the textbook developed was ready and appropriate to be used in the real class session in the study program of Fine Arts, Faculty of Cultural Studies of Universitas Brawijaya.

It is expected that this study can contribute

theoretically to the instructional material development for specific purposes of English in that it might give some insights on what students studying arts need to learn regarding English subject and what teachers and instructional materials developers need to provide. Practically, the product resulted in this study can be used for teaching and learning process in the classroom in the study program of Fine Arts in the Faculty of Cultural Studies of Universitas Brawijaya. Somehow, this product can also be used for students studying arts in other universities with some adjustment where necessary considering. This is with the considerations that differents settings of education have different teaching and learning objectives and needs.

Suggestion related to this study can be offered for future research. This developed textbook does not include listening. Thus, further research might make possibe revisions by considering listening materials.

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# COMPUTER SCIENCE STUDENTS' ATTITUDES TOWARDS ENGLISH LANGUAGE LEARNING

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**Abstract**

*This study is intended to know the attitudes of Computer Science students in Universitas Brawijaya towards English Language Learning in term of cognitive, affective, and conative aspects. It is a quantitative study and survey was used to collect the data. There were 100 students out of 954 students of Computer Science students of Universitas Brawijaya who became the sample of the study. The instrument used was Gardner's Attitude and Motivational Test Battery (AMTB) questionnaire consisting of 46 items with four Likert Scale. The findings show that the samples gave positive attitude toward English learning in terms of all aspect. It means that all of them really interested in their English class.*

*Keywords; attitude, English as Specific Purposes (ESP), cognitive, affective, conative.*

## INTRODUCTION

English for Specific Purposes (ESP) that was introduced by Hutchinson & Waters (1987) refers to an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. The word 'special' in ESP relates to the domain that the teaching of English is based on the students' needs. It means that the English teaching will be based on students' area of study. Thus, in terms of learning English, the students in one area of study will be different from those in other areas.

As the greater globalization in industry and academia, Anthony (2015, p.17) says that ESP teaching will become an increasingly important part of university English curricula. It is because the students need English after they graduate from university. This idea supports Schleppegrell and Bowman (1986, p.2) who state that ESP integrates subject matter and English language instruction so the students are able to apply what they learn in English classes to their major field of study. Therefore, it is important for those in

high level of education to learn English for Specific Purposes.

In Indonesia, ESP becomes a compulsory subject in tertiary level of education. The need to learn English comes to the university students in order to get a good job. It is in line with Suyanto et.al (2000, p.50) who found that most of companies in Indonesia include English ability as the general requirement for the job applicants. Besides, applicants must be able to use technology, such as computer, in which English is used as the instruction. This phenomenon makes the needs of English become crucial for all students, including the ones in computer science major who became the subjects of the current study. As a result, Computer Science students need to have good skills of English language, especially to help them when they are dealing with computer software.

There are many factors that contribute to the success of language learning, as English in Indonesia is not the first language (L1). Gardner (1985, p.8) states that the process of learning English as a second language is influenced by many factors, such as attitudes and motivation, which determine the second language (L2) achievement and attainment. In line with it, Baker (1992, p.12) says that if a student does not feel the need of acquiring L2, most probably this student will have a negative attitude and will not be interested in learning language.

Some studies show that students' attitude and motivation in learning English relate to their English competence (Bidin, et al: 2009; Al-Tamimi and Shuib: 2009; and Abdullah: 2014). The participants of these three studies were in university level. Bidin et. Al. (2009) identified the students' attitudes and motivation in learning English and the correlation towards English language performance. The participants were the students of University Technology Mara. Their study showed that attitude does affect students' language performance.

Al-Tamimi and Shuib (2009) who conducted research to the Petroleum Engineering Students also found that the attitude of towards English learning is positive. The conclusion was taken from the result of the questionnaire which showed that the majority of the students had great desires towards speaking English well like fluent speakers. The same result is also shown by Abdullah (2014) who carried out a survey to identify National University of Malaysia (UKM) undergraduates' motivation and attitude towards learning the English language. His study showed that majority of the students have high motivation and positive attitudes towards the learning of English as a second language. These three studies similarly used the theory analyzed the attitudes

While the previous three studies show the positive motivation and attitude toward English leaning, the studies conducted by Jafre et al (2012) and Nageep (n.y) demonstrate

differently. In their study, Jafre et. al. (2012), who did a research on Libyan secondary school, shows that most of students have negative attitudes towards English learning. Naqeep (n.y.), who conducted a research on Law students, finds some items that show negative, although the result shows positive.

All the studies above analyzed the students' attitude and motivation in which English is not their first language. In Indonesia, which is English is a forign language the similar study is barely found, especially for the students in computer science major. However, knowing the attitudes of the students, especially in non-English major, will be useful to predict the success of teaching learning process. Therefore, it is worth conducted.

## LITERATURE REVIEW

### Attitude

Attitude has varied definitions from the researchers but they have same aim and meaning. Based on Ajzen (1998, p.3), attitude is a disposition to respond favorably or unfavorably to an object, person, institution, or event. In line with it, Baker (1992, p.11) says that attitude defines about people's thoughts, processing system, and feelings which are those units are basically hidden. Therefore, attitudes cannot be directly observed. It is different from height, weight, or classroom attendance which could be directly observed and accurately measured. Although attitude is latent, researching attitudes is one of the most efficient ways to summarize, explain, and predict someone's behavior. Based on Bem (1968, cited in Baker 1992, p.11), attitudes are self descriptions or self perception. To sum up, attitude tells about people's thoughts and feelings towards an attitude object.

Baker (1992, p.12) says that attitudes can be positive or negative. An example of the positive attitude, people who beliefs the importance of English language learning may continue to learn English more in the future. On the other hand, people who has a belief that learning English is useless may does not care about English language learning and does not send his children to the bilingual school.

Attitudes are categorized into three components. There are cognitive, affective, and conative. Based on Baker (1992, p.12), cognitive component concerns thoughts and beliefs. Affective component talks about people feelings or emotions, such as fear, hate, or anxiety. Conative component is defined as a readiness for action.

### Cognitive

Based on Baker (1992), cognitive component concerns thoughts and beliefs. It does not talk about feelings or preferences. Gardner (1985) also said that cognitive component refers to individual's beliefs. According to Barcelos (2014), cited in Paula et. al. (2015), belief is a form of thought, construction of reality, ways of seeing, and perceiving the world and its phenomena which are constructed by our experiences. It also tells about people's thoughts and opinions about something. A positive attitude to the

English language might entail a stated belief in the importance of continuity to learn this language, or moreover to learn the culture of English.

**Affective**

Feeling is the exact word how we define affective component (Baker: 1992). It talks about whether people like or dislike towards an attitudes object. In addition, it also talks about people feelings or emotions about something, such as fear, hate, or anxiety. An individual who loves English poetry shows that he has a positive attitude toward English language. On the other hand, a student who never does his English homework shows that he has a negative attitude towards English.

Based on Baker (1992), cognitive and affective components may not walk in a harmony. They might be contrasted each other which means one of them is in the positive side whereas the other one is in the negative side. For example, someone beliefs that all teenagers are lazy, but he does not hate them. In this case, this person has negative attitude in the cognitive component, but he shows positive attitude in the affective component.

**Conative**

Baker (1992) defines conative component as a readiness for action. While Gardner (1985) defines it as the tendency to behave toward the attitude object. In other words, conative is kind of action made by people towards an attitude object regarding to the cognitive and the affective components. Ajzen (2015) says conative is like what people say to do, plan to do, or would do under appropriate circumstances. For example, people with a positive attitude to English might state they would send their children to a bilingual school. Another example, people with negative attitudes towards the medical profession might indicate that they would refuse to be hospitalized. On the other hand, those with negative attitudes might express intentions to donate money to a fund for a new hospital wing, or they might plan to encourage their children to go to medical school.

## RESEARCH OBJECTIVE

This study was conducted to see the attitudes of Computer Science students in Universitas Brawijaya towards English language learning. It is elaborated into three components, those are :

(1). to investigate the students' attitudes in term of cognitive component;
(2). to investigate the students' attitudes in term of affective component; and
(3). to investigate the students' attitudes in term of conative component.

## RESEARCH METHODS

This study is a quantitative research. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based method (Muijs: 2004, p.1). The writers used survey method to collect the data. Survey research is collecting the data by using standardized questionnaire

forms administered by telephone or face to face, by postal pencil and-paper questionnaires or increasingly by using web-based and e-mail forms. In this study, the writers used a questionnaire which was given directly to the sample of the study. They had to answer the questionnaire directly by using pen or pencil.

**Population and Sample**

The population in this study was 954 Computer Science students of Universitas Brawijaya. Then, the the sample was 100 students who were chosen randomly. The number of the sample was taken based on Arikunto (2006, p.112), who states that the minimum number of the sample that could represent the population is 10% of the total population.

**Instruments**

Related to the objective of the study, the writer used the existed Attitude Questionnaire of Jafre's et al. (2012) and Naqeep's (n.y.) with 46 items. It is a four-points Likert scale questionnaire which actually was developed based on Gardner's Attitude and Motivational Test Battery (AMTB).

To make it understandable, the questionnaire was translated into Indonesian considering the participants were Indonesian people. Therefore, the writer needed help from an expert validator to validate the translation and the construct of the questionnaire so that the questionnaire was ready to use for the tested sample.

After validating the questionnaire to the test validator, the writers tried out the questionnaire to 18 students of Computer Science study program from different universities. To know the content validity, Product Moment Correlation was applied. The result showed that there were 23 valid items and the other 23 were not valid. Thus, the writer dropped these items and only used the valid items to be tested to the sample.

Then, to know the reliability of the questionnaire, Cronbach Alpha formula was used. After removing the 23 items, the writer found that the Cronbach Alpha value of the questionnaire was 0,932. It means that the reliability of the instrument is very strong. Therefore, 23 items were used as the instrument.

**Data Analysis**

In analyzing the data, the writer did some steps, those are categorizing each item into their component (cognitive, affective, or conative), transforming the raw data into the numerical form, inserting the data into Microsoft Excel to calculate the mean score of each item, describing the attitudes of the students based on the result to know the attitudes of the students, and the last is calculating the mean score for overall attitudes to know the attitudes of the students in general.

## FINDINGS AND DISCUSSION

The analysis of the data was based on the students' responses to the statements related to the three components of attitude. They were asked to tick any of four alternatives *strongly agree, agree, disagree,* and

*strongly disagree.* The alternatives then were changed into numerical form, and percentages of each component were calculated to indicate the findings.

**The Cognitive Attitudes towards English Learning**

Table 1. Students' Cognitive Attittude towards English Learning

| Item No. | Item | Percentage | N | Mean |
|---|---|---|---|---|
| 1 | Studying English is important because it will make me more educated. | 86% | 100 | 3,44 |
| 4 | I have more knowledge and more understanding when studying English. | 80% | 100 | 3,20 |
| 10 | I cannot summarize the important points in the English subject content by myself. | 63% | 100 | 2,52 |
| 11 | Frankly, I study English just to pass the exams. | 78% | 100 | 3,11 |
| 16 | Studying English helps me communicate in English effectively. | 86% | 100 | 3,45 |
| 17 | Studying English makes me able to create new thoughts. | 72% | 100 | 2,89 |
| 19 | In my opinion, English language is difficult and complicated to learn. | 79% | 100 | 3,14 |
| 20 | English subject has the content that covers many field of knowledge. | 79% | 100 | 3,16 |
| **Total** | | 78% | 100 | 3,11 |

Cognitive component concerns about thoughts and beliefs. It does not talk about feelings or preferences. Table 1 shows that the mean score of students' responses toward the statements dealing with cognitive component was 3.11, which is equivalent to 78%. It means that most of the students show positive cognitive attitude towards English learning.

The highest mean score, that is 3.45, refers to the statement *studying English helps me communicate in English effectively*. They belief that studying English is needed for communication. Furthermore, most of the students also belief that English is very important for them because it makes them more educated as English subject covers many field of knowledge. It means that English really help them in studying the other subjects in their area of study which mostly use english. Therefore, the needs of this international languge is undeniable.

This phenomenon is also supported by the fact that they cannot summarize the important points in the English subject content. It shows that the students need more English instruction because their English competence seems not too good. Moroever, more than half of the sample agreed that English is difficult and complicated to learn. It shows the highly need of English class.

**The Affective Attitudes towards English Learning**

Table 2 . Students' Affective Attitude towards English Learning

| Item No. | Item | Percentage | N | Mean |
|---|---|---|---|---|
| 2 | I feel proud when studying English language. | 76% | 100 | 3,05 |
| 3 | I feel excited when I communicate in English with others. | 74% | 100 | 2,95 |
| 5 | I don't get anxious when I have to answer a question in my English class. | 69% | 100 | 2,76 |
| 6 | Studying foreign languages like English is enjoyable. | 76% | 100 | 3,02 |
| 8 | Studying English makes me have good emotions (feelings). | 69% | 100 | 2,75 |
| 12 | I enjoy doing activities in English. | 68% | 100 | 2,73 |
| 13 | I do like studying English. | 85% | 100 | 3,38 |
| 22 | Knowing English is an important goal in my life. | 74% | 100 | 2,95 |
| 23 | I look forward to the time I spend in English class. | 58% | 100 | 2,30 |
| | **Total** | 72% | 100 | 2,88 |

The affective aspect of attitudes, refers to ones' feelings and emotions when they are learning English. Different from cognitive aspect, affective aspect tends to see whether the students like or dislike towards an object, in this case is the English learning. The result of the study shows that the mean score of the students' respond was 2.88, which is not too high. However, it still shows that they have positive attitudes in term of affective aspect. In other words, they tend to like english as it is shown in item 13 which is 85% of them really like to study the subject. The students feel proud and excited in English learning and they feel that studying foreign language is enjoyable. Probably, the most interesting part in the affective aspect is the result of item 5 that is *I don't get anxious when I have to answer a question in my English class*. It really supports that the students have good feeling toward the language.

Interestingly, the result of the last item which discuss about their willing to spend other English class doesn't support the previous conclusion. More than half of the respondents were not really missing English class. It might happen because of their experience in learning the language before.

**The Conative Attitudes towards English Learning**

Table 3. Students' Conative Attitude towards English Learning

| Item No. | Item | Percentage | N | Mean |
|---|---|---|---|---|
| 7 | I am able to make myself pay attention during | 77% | 100 | 3,08 |

| | | | | |
|---|---|---|---|---|
| | studying English. | | | |
| 9 | Studying English makes me have more confidence in expressing myself. | 79% | 100 | 3,16 |
| 14 | I am not relaxed whenever I have to speak in my English class. | 73% | 100 | 2,91 |
| 15 | I feel embarrassed to speak English in front of other students. | 69% | 100 | 2,77 |
| 18 | I like to practice English the way native speakers do. | 68% | 100 | 2,70 |
| 21 | I do not feel enthusiastic to come to class when the English is being thought. | 78% | 100 | 3,12 |
| | **Total** | 74% | 100 | 2,96 |

Conative aspect of attitudes tells about how the students react and behave towards English learning. It is kind of action made by the students towards an attitude object regarding to the cognitive and the affective components. The mean score of the students' responses toward the conative component was 2.96, which is equivalent to 74%. It means that the students show positive affective attitude towards English learning.

The result of the study shows that the students pay atttention to the English instruction and they become more confident after having English learning. In contrast, they were not relaxed when they have to speak in front of the class and they were embaraced to do so. Furthermore, they were not enthusiastic to the english class. Surprisingly, most of the students like to practice English the way native speakers do.

This finding show that the students have good attitude toward the english class and they try hard to focuss on the subject in spite of their shyness and unconvinience in spaking activity. Their attendance to join the class really based on their individual needs as they actually not have high exitement toward the class. This happen might because of either the uninteresting English teaching learning activity or the unconvinient classroom atmosphere during the acitivity.

**Computer Science Students' Attitudes towards English Learning**

Gardner (1985) says that the process of learning English as second language is influenced by many factors, such as students' attitudes and motivation, which determine the second language (L2) achievement and attainment. The needs to have positive attitude is very important to get a positive achievement.

The result of the present study shows that the Computer Science students have positive attitudes towards English learning with the overal mean score 2.98 which is equivalent to 75%. They belief that English is very important for them. Therefore, they give positive attitude toward the English class although they might dislike it. Their willingness to attend the class was really based on their needs of the language as English is used as the instruction in other subjects in their field of study.

Their positive responses toward English learning might also driven by the need to get jobs in the future. It is in line with the study done by Suyanto et.al. (2000) that found out most of companies in Indonesia include English ability, both in speaking or writing, as the general requirement for the job applicants. Beside that, the desire to continue their study abroad might also become a reason to study the language. It is based on the fact that there are so many scholarships offered to Indonesia students nowadays.

## CONCLUSION

In the present study, the result demonstrates that the students show positive attitudes towards English language learning in all components. Although the students are not in English major, they have positive attitudes towards English language learning. This is very good for the students considering attitudes have a big role in learning a language. As stated by Gardner (1985, p.8) that the process of learning English will be influenced by many factors, one of them is attitude. Therefore, keeping the attitudes of the students to be positive is very important.

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