The 2nd International Seminar on Language and Interdisciplinary Research on Language

"The Application of Research findings on Language and Interdisciplinary Research on Language"

Pattimura University, Ambon, June 14th - 16th 2019

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Pusat Studi Bahasa
Universitas Pattimura
PROCEEDING
The 2nd International Seminar on Language
and Interdisciplinary Research on Language

“The application of Research Findings on Language and Interdisciplinary Research on Language”

Compiled by June C. Noya van Delzen


This Proceeding contains papers presented in The 2nd International Seminar on Language and Interdisciplinary Research on Language, organized by Language Study Center Pattimura University in coordination with Khon Khean University Thailand.

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PREFACE

The 1st International Seminar on Language and Interdisciplinary Research was held in Language Department, Khon Kaen University Thailand and National University of Laos on 15-16 November 2018. A cross-country seminar Thailand-Laos.

The 2nd International Seminar on Language and Interdisciplinary Research is organized by Language Study Centre Pattimura University Ambon Indonesia and Language Department, Khon Kaen University Thailand. This is a cross-Island seminar Ambon-Banda. This seminar also an implementation program of the signed MOU between Unpatti and Khon Kaen Thailand.

It is a breathtaking experience for committee to successfully conduct this webinar where the participants are coming from background and counties who are interested in Language and Interdisciplinary Research at all levels from Indonesia and abroad. This seminar also an implementation program of the signed MOU between Unpatti and Khon Kaen Thailand. Last but not least, the committee is fully indebted to all parties that have given a great support to make this international seminar valuable from professional exchange of knowledge, experience and skills related to research on language and interdisciplinary research.

The committee is fully aware that the publication of seminar proceeding is far from being perfect and may fall short of its objective. However, we still have faith that this book would still bring benefits to those who are interested in research on language and interdisciplinary research.
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Welcome Speech by Committee Chairman

Excellencies Prof. Parchanant as Keynote Speaker
All Distinguished invited speakers
Head of Kantor Bahasa Maluku
Head of the Language Department and all lecturers of the Language Department
Distinguished Guests,
All the Participants of the 2nd International Seminar on “Language, Education and Interdisciplinary Research”.

A very good morning to all of you.

I have thanked you all the invited speakers for accepting our invitation to come here to Pattimura University and especially for your willingness to participate in this seminar and sharing knowledge with us at Pattimura University. It is a glorious moment to extend my warm wishes on behalf of Pattimura University and the Language Studies Centre.

The 1st International Seminar on Language and Interdisciplinary Research was held in Language Department, Khon Kaen University Thailand and the National University of Laos on 15-16 November 2018. A cross-country seminar Thailand-Laos. Back to the memory of the event, it will be such a great pleasure to have a beneficial relationship with academic cooperation. So, I expect that there will be more research collaborations between the lecturers of all universities or all the invited speakers in their respective fields, publications of research papers, educational materials, and also conferences in order to foster and be evident as our sustainable collaboration.

Before we begin this seminar, I would love to express my heartfelt gratitude to all of you who committed to this seminar to make it a success. This seminar would have been impossible without the support of everyone who presents here. Through this seminar, we are given a platform to be connected. The schedule of this seminar includes encouragement, discussion, and entertainment, which is a package of a seminar and trip to the Saparua and Pombo Island. A cross-island seminar Ambon-Saparua-Pombo Island, three days in three islands.

I ensure this seminar will be profitable for sharing knowledge and build the connection between speakers and participants, individually and institution.

Thank you.
Welcome Speech by Rector of Pattimura University

Excellencies Prof. Prachanant, Vice Rector for International affairs, Buriram University Thailand, keynote speaker
All invited speakers:
1. Christian Rabl, Lecturer of DAAD
2. Asst. Prof. Wassamil Watcharakaweeslip, Head of Western Language Department Khon Kaen University – Thailand and Delegations.
3. Mr Andrew Wing Ying Wong, Institute of Marine Engineering, Science and Technology of Singapore – Hong Kong
4. Ms Agnes Laszlo, Goethe Institute Bangkok, Thailand
5. Dr. Ellychristina D. Hutubessy, State University of Jakarta
6. Prof. Dr. M. Pattinama, Pattimura University
7. Jacob Souruy S.Ap, Staff of RRI Ambon
8. Dr. Jhonny Tjia
The Deans of all Faculties at Pattimura University
Head of Kantor Bahasa Maluku
Head of Language Department
Head of the Indonesian Language, English and German Study Program

Distinguished Guests,
All the Participants of the 2nd International Seminar on “Language, Education and Interdisciplinary Research”,
A very good morning to all of you.

Thank you for accepting our invitation to come here at Pattimura University to participate in this seminar today and after today in Banda. It gives me great pleasure to extend to you all a very warm welcome in my name and on behalf of LANGUAGE Study CENTRE of Pattimura University. How grateful we are the LANGUAGE Study CENTRE Pattimura University that this is an exceptional morning today and a greatful chance for us to have you for first or second time (Asst. Prof. Wassamil Watcharakaweeslip) in Ambon. We are very happy to have you all, especially in this joint seminar Program.
The 1st International Seminar on Language and Interdisciplinary Research was held in Language Department, Khon Kaen University Thailand and National University of Laos on 15-16 November 2018. A cross-country seminar Thailand-Laos.

The 2nd International Seminar on Language and Interdisciplinary Research is organized by Language Study Centre Pattimura University Ambon Indonesia and Language Department, Khon Kaen University Thailand. This is a cross-Island seminar Ambon-Banda.
This seminar aims at bringing together academics, policy makers, practitioners, and other parties who interest in Language and Interdisciplinary Research at all levels from Indonesia and abroad. This seminar also an implementation program of the signed MoU between Unpatti and Khon Kaen Thailand. I do hope that we all will make important contributions to many of our own global language programs and contemporary and innovative researches through this “2nd international seminar”.

We have to thank you the keynote speaker, all invited speakers, paper presenters, moderators and all of you, who have given your contribution. Special Thank to the Seminar Committee, You all have worked so hard for this. Distinguished Guests and all participants, May God surround yourselves with the happiness you deserve and thank you for making this Program successful.

So now, ladies and gentlemen, it gives me pleasure to declare that “2nd International Seminar on “Language, Education and Interdisciplinary Research” is officially opened.
Thank you.
Der Gebrauch des Indikativs und Konjunktivs bei der literarischen Übersetzung aus dem Thailändischen ins Deutsche

Asst. Prof. Wassamill Watcharakaweesilp: wassamill@gmail.com
Faculty of Humanities and Social Sciences, Khon Kaen University, Thailand

Abstract


1. Einleitung
und ebenfalls überlegt, welche Tempusformen in meinem Übersetzungswerk in Betracht gezogen werden.
2. Funktionen des Indikativs und Konjunktivs für den Deutschunterricht

Laut Dudengrammatik (2006) werden die Funktionen von *Indikativ* und *Konjunktiv* - wie folgt skizziert:

(i) Der Indikativ ist der unmarkierte Modus, der Normal- oder Standardmodus. Er wird verwendet, wenn kein Anlass besteht, einen anderen Modus zu gebrauchen.


(iii) Hingegen bleibt der Bedeutungsunterschied zwischen einem Perfekttempus und dem entsprechenden einfach(er)en Tempus (710) im Konjunktiv erhalten: Das Perfekttempus (Präsenstempus, Präteritumtempus, Futurperfekt) dient als Vorzeitigkeitstempus im Verhältnis zum Nicht-Perfekt (Präsenstempus, Präteritumtempus, Futur), im Konjunktiv wie im Indikativ (aber 751).

Aus Punkt (i) in 714 folgt, dass es nicht sinnvoll ist, die Verwendungen des Indikativs im Einzelnen aufzuzählen. Es reicht im Prinzip aus, die Funktionen und Verwendungen der Konjunktivformen (und des Imperativs) im Vergleich mit dem Indikativ zu beschreiben. Der grundlegende Unterschied zwischen dem Indikativ und dem Konjunktiv lässt sich jedoch wie folgt bestimmen:

Mit dem Indikativ und nur mit dem Indikativ kann der Sprecher sich unmittelbar auf die >>wirkliche Welt<< beziehen, Sachverhalte im Diskurs als gegeben hinstellen und eigene Einstellungen (eigenes Wissen, Glauben, Fürchten usw.) ausdrücken. Und wenn im gegebenen Zusammenhang nichts dagegen spricht, werden indikativische Verbformen auch in dem Sinne gedeutet.

Der Sprecher kann mit einem Verbzweitsatz im Indikativ behaupten, dass die Sachverhaltsbeschreibung auf die reale Welt zutrifft. Er kann eine Voraussage über die zukünftige Wirklichkeit machen oder verbindlich versprechen, dass sie den

(Dudengrammatik 2006: 507-508)

Der Konjunktiv ist im Vergleich zum Indikativ der markierte Modus (713). Das bedeutet, dass er nur unter ganz bestimmten Bedingungen zu benutzen ist, die im Folgenden die Funktionsbereiche des Konjunktivs genannt werden. Seine Hauptbereiche sind (1) Irrealität/Potenzialität (749-761) und (2) Referat (762-778). Im ersten Bereich kommt nur der Konjunktiv II infrage, während beide Konjunktive indirektes Referat signalisieren können. Der Konjunktiv I kann auch als Ausdruck der Aufforderungen i. w. S. (779-781) dienen. Das gehört heute jedoch nicht mehr zu seinen Hauptfunktionen.

Konjunktivformen treten einerseits in Kontexten auf, in denen der Konjunktiv allein Irrealität/Potenzialität, indirekte Rede oder Aufforderung ausdrückt. Dies trifft vor allem auf Konjunktivformen in selbstständigen Sätzen und Satzgefügen zu. Der Konjunktiv wird jedoch auch in untergeordneten (abhängigen) syntaktischen Positionen verwendet, in denen er inhaltlich nichts Zusätzliches beiträgt und insofern redundant (überflüssig, unnötig) erscheint. Diese >>abhängige<< oder >>unselbständige<< Verwendungsweise wird heute auch in der Schriftsprache tendenziell durch den Indikativ verdrängt.

(Dudengrammatik 2006: 522-523)

3. Zur Übersetzung Deutsch-Thai / Thai-Deutsch

Saengaramruang (1997: 7) schreibt zur Übersetzung Deutsch-Thai / Thai-Deutsch:


3 A= Ausgangssprache, Z = Zielsprache.


Eine praktische Methode für den praktischen Übersetzer lautet konkret nach Reiß (Snell-Hornby & Kadric 1985: 23): Der Übersetzer muß sich vor der Übersetzung folgende Fragen stellen: 1) Für wen wird übersetzt (potentieller bzw. bekannter Leserkreis)? 2) Zu welchem Zweck wird übersetzt (welches kommunikative Ziel Laienpublikum; Erwachsenenliteratur für Kinder etc.)? (Saengaramruang 1997: 8)
Die Funktion muß im kulturellen Kontext gesehen werden. Ein deutscher Text z.B. wurde von einem Deutschen für deutsche Leser geschrieben. Wenn wir diesen Text für thailändische Leser übersetzen wollen, sollten wir beim Übersetzen die sprachlichen Konventionen und die Soziokultur in Thailand mitberücksichtigen [...].


4. Ziele der Untersuchung


5. Durchführung der Untersuchung

5.1 Primärquellen

In der Untersuchung wurde das von mir aus dem Thailändischen ins Deutsche übersetzte Volksmärchen „Krai Thong“ verwendet, um den Gebrauch des Indikatifs und Konjunktivs zu analysieren.

5.2 Sammlung der Daten

Nur spezifische Beispielsätze wurden gesammelt.

5.3 Analyse des Textes

Im Zuge der Analyse werden folgende Beispielsätze im Übersetzungswerk Krai Thong ausgewählt:

1) Er versprach ihr, dass er sie nach oben mitnehme. Wimala wurde deshalb Krai Thongs (Indikativ Präteritum) (Konjunktiv Präsens) (Indikativ Präteritum) Frau. So hielt er sein Versprechen und sprach einen Zauber über sie, dass sie ein weiblicher
Das Originaltext ist in deutscher Sprache. Hier eine Übersetzung in Englisch:

At the 2nd International Seminar on Language and Interdisciplinary Research on Language

Mensch bleib werde, solange sie ihr Haar hochgesteckt trage.

2) Bei der Ankunft in dem Garten des Reichen sagte Krai Thong zu Wimala, dass sie vorläufig in dem Sala warten solle, solange er mit Ta Phau Thong und Ta Phau Kaew noch nicht darüber gesprochen hatte.

3) Sie dachte, dass Chalawan ein gutaussehender Mann sei und wusste außerdem nicht, wie sie vor ihm hätte fliehen können.

4) So gab er allen Krokodiljägern bekannt, dass derjenige, der Chalawan jagen und ihn fangen könnte, von ihm eine hohe Belohnung bekommen würde.

Bei der Analyse dieser Beispielsätze ist es deutlich, dass der Konjunktiv I bzw. II und indikativische Tempora in meinem Übersetzungswerk zweckmäßig in Anspruch genommen werden.

6. Diskussion

In diesem Teil wird diskutiert, welche Rollen der Gebrauch des Indikatifs und Konjunktivs in meinem Übersetzungswerk hat?

Die Beziehung zwischen Indikativ/Konjunktiv und Übersetzung literarischer Texte sieht nach Dudengrammatik (2006) wie folgt:


(Dudengrammatik 2006: 542)
Aus dem obigen Zitat kann man ersehen, dass Stilmittel unerlässlich bei der Übersetzung sind und überlegt bzw. ermöglicht werden sollen. Foldende Sätze stellen meinen eigenen Stil für meine Übersetzung dar:

**Beispiel 1:**

Als Krai Thong von dem Angebot des Reichen erfahren hatte, wandte er sich an den Phra Kru, ob und auf welche Weise er Chalawan tötet.

Krai Thong sah nur Wimala und drohte ihr mit dem Hok Sattaloha, damit sie ihm das Versteck Chalawans verrät.

Während die anderen Verben im Präteritum und Plusquamperfekt verwendet werden, kommen zwei Verben (tötet / verrät) in Form von *Indikativ Präsens* vor. Damit die Leser mitdenken können und beim Lesen ein Bild im Kopf entsteht, soll man statt der Vergangenheit-Form eine *Indikativ Präsens-Form* berücksichtigen und benutzen.

Mit anderen Worten: Der Gebrauch von *Indikativ Präsens* in diesen beiden Sätzen kann das Interesse der Leser wecken und das Mitgefühl hervorrufen. Im Kontext des gegenwärtigen Zeitpunkts können die Leser höchstwahrscheinlich antizipieren, was passieren wird.

**Beispiel 2:**

So gab er allen Krokodiljägern bekannt, dass derjenige, der Chalawan jagen und ihn fangen könnte, von ihm eine hohe Belohnung bekommen würde. Zu allem Übel konnte niemand Chalawan besiegen; stattdessen fraß er die Krokodiljäger auf.

Was bedeuten *können und konnte* in diesem Kontext?


Hingegen hat der Übersetzer zur Darsellung der Wahrheit in einem anderen Satz den Indikativ (konnte) gebraucht, um zu zeigen, dass es in Wahrheit (trotz aller Versuche) niemandem gelingen konnte, den Krokodilkönig zu töten.


7. Vorschläge für den Deutschunterricht im Hinblick auf Indikativ und Konjunktiv

Die Unterscheidung zwischen Indikativ und Konjunktiv sieht nach Helbig & Buscha (2001) folgendermaßen aus:

Für die Verwendung des Konjunktivs in der indirekten Rede ist von grundlegender Bedeutung die Unterscheidung nach den Zeitstufen. Bei der indirekten Rede sind drei Zeitstufen zu unterscheiden, die sich als relative oder als absolute Zeiten beschreiben lassen. Um relative Zeiten handelt es sich, wenn man von Gleich-, Vor- oder Nachzeitigkeit der in der Rede gegebenen Aktzeit im Verhältnis zu der in der Redeleitung gegebenen Sprechzeit spricht. Um absolute Zeiten - Gegenwart, Vergangenheit und Zukunft - geht es, wenn man allein von der in der Rede ausgedrückten Aktzeit, wie sie für den (ersten) Sprecher gegeben ist, ausgeht. Wir verwenden im Folgenden die Einteilung nach den absoluten Zeiten, um für die Konjunktivformen die Entsprechungen zu den zum Teil anderen indikativischen Formen in der direkten (und indirekten) Rede deutlich zu machen:

---

1 Unberücksichtigt bleiben in der Übersicht einige umgangssprachliche Formen, d. i. würde + Inf. I für Gegenwart, Konjunktiv Präs. und Prät. für Zukunft.

Helbig & Buscha (2001) nennen ebenfalls folgende Strategien zur Vermittlung von **Indikativ und Konjunktiv**:

(1) Zur Wiedergabe der Gegenwart dienen Konjunktiv Präs. und Prät. (entsprechend Indikativ Präs.):
   Sie hat mir gesagt: „Ich sehe ihn jetzt selten.“ (direkte Rede Indikativ Präs.)
   Sie hat mir gesagt, dass sie ihn jetzt selten sieht. (indirekte Rede Indikativ Präs.)
   Sie hat mir gesagt, sie sehe / sähe ihn jetzt selten (indirekte Rede Konjunktiv Präs. / Prät.)

(2) Für die Wiedergabe der Vergangenheit werden Konjunktiv Perf. und Plusq. verwendet (entsprechend Indikativ Prät. / Perf.):
   Sie hat mir gesagt: „Ich sah ihn früher oft. / Ich habe ihn früher oft gesehen.“
   (direkte Rede Indikativ Prät. / Perf.)
   Sie hat mir gesagt, dass sie ihn früher oft sah / gesehen hat.
   (indirekte Rede Indikativ Prät. / Perf.)
   Sie hat mir gesagt, sie habe / hätte ihn früher oft gesehen.
   (indirekte Rede Konjunktiv Perf. / Plusq.)

(3) Zur Wiedergabe der Zukunft dienen Konjunktiv Fut. I und würde + Infinitiv I
   (entsprechend Indikativ Präs. / Fut. I):
   Sie hat mir gesagt: „Ich sehe ihn bald. / Ich werde ihn bald sehen.“
   (direkte Rede Indikativ Präs. / Fut. I)
   Sie hat mir gesagt, dass sie ihn bald sieht / sehen wird.
   (indirekte Rede Indikativ Präs. / Fut. I)
   Sie hat mir gesagt, sie werde / würde ihn bald sehen.
   (indirekte Rede Konjunktiv Fut. I / würde + Infinitiv I) [...].
   (vgl. Helbig & Buscha 2001: 175)

8. Schlussbetrachtung
Zwar können die Vorschläge von Helbig & Buscha (2001) den Lernenden dabei helfen, dass sie ihr Grammtikwissen erweitern und vertiefen. Aber man soll den folgenden Satz analysieren:

*Sie dachte, dass Chalawan ein gutaussehender Mann gewesen sei und wusste außerdem nicht, wie sie vor ihm hätte fliehen können.


Mein Vorschlag:

Sie dachte, dass Chalawan ein gutaussehender Mann sei und wusste außerdem nicht, wie sie vor ihm hätte fliehen können.

Andere Beispiele für die Mischung der Tempusformen:

1) Aus Angst versteckte sich Chalawan in der Höhle und befahl den anderen Krokodilen,

   (Indikativ Präteritum) (Indikativ Präteritum)
den Ausgang der Höhle mit Steinen zu verschließen, bis dieses Unglück vorbei sei.

   (Konjunktiv Präsens)

2) So hielt er sein Versprechen und sprach einen Zauber über sie, dass sie ein weiblicher

   (Indikativ Präteritum) (Indikativ Präteritum)
Mensch bleiben werde, solange sie ihr Haar hochgesteckt trage.

   (Konjunktiv Präsens) (Konjunktiv Präsens)

Aus diesen Beispielen sollte der Übersetzer in der Lage sein, richtige Tempusformen (Indikativ Präsens, Indikativ Präteritum, Indikativ Perfekt, Indikativ Plusquamperfekt / Konjunktiv Präsens, Konjunktiv Präteritum, Konjunktiv Perfekt, Konjunktiv Plusquamperfekt) in seiner Übersetzung in
Anspruch zu nehmen. Der Grund dafür ist, dass Tempusformen in dieser Hinsicht als eines der Elemente und Stilmittel bei der Übersetzung bezeichnet werden können, um das Gefühl der Leser bis zu einem gewissen Grad zu verstärken. Mit anderen Worten, ohne diese sprachlichen Instrumente kann ein literarisches Übersetzungswerk hölzern und unvollkommen im Hinblick auf die Übertragung der imaginären Dimensionen sein.

**Bibliographie**


**Anhang**

Krai Thong
Es war einmal eine Krokodilshöhle unter dem Fluss in der Stadt Pi Chit, wo es ein taghell glänzendes, magisches Glas gab. Jedes Krokodil, das dort hineinkam, wurde zu einem Menschen und brauchte erstaunlicherweise nicht zu hungern.


Da wurde Thau Ram Phai bewusst, dass er schon sehr alt war. Deswegen entschied er sich zum Verzicht auf die Macht und ließ Phra Ya Chalawan, seinen Enkel, über die anderen Krokodile herrschen.

Chalawan aber hatte eine Hauptfrau, Wimala, und außerdem noch eine Nebenfrau, Luem Lai Wan, die zusammen in derselben Höhle ansässig waren. Es war eine schlechte Angewohnheit Chalawans, Menschen zu verspeisen und er war auch nicht so fromm wie sein Großvater, Thau Ram Phai.

Eines Tages kam Chalawan aus der Höhle, um einen Menschen zu fressen. Er verwandelte seine menschliche Gestalt in ein Krokodil und kroch auf den Platz in der Stadtmitte. Da badeten gerade Ta Phau Kaew und Ta Phau Thong, die zwei Töchter eines reichen Mannes aus der Stadt Pi Chit, mit ihren Hofdamen. Als Chalawan Ta Phau Thong sah, verlor er sein Herz an sie. Damit schnappte er sie mit seinem großen Maul und nahm sie in seine Höhle mit.

Nachdem Ta Phau Thong aufgewacht war, befand sie sich schon bei Chalawan. Er verdrehte ihr so sehr den Kopf bis sie damit einverstanden war, seine dritte Frau zu werden. Sie dachte, dass Chalawan ein gutaussehender Mann sei und wusste außerdem nicht, wie sie vor ihm hätte fliehen können.

Sobald Wimala, die Hauptfrau Chalawans, und Luem Lai Wann, die Nebenfrau, erfuhren, dass Chalawan eine menschliche Frau hatte, waren die beiden neidisch auf Ta Phau Thong und gingen zu ihr, um sie zu verhöhnen. Deshalb stritten sich die drei Frauen, bis Chalawan aufstand und somit den Streit beendete.


Aus diesem Grund bot der Reiche die Hälfte seiner Erbschaft und seine Tochter, Ta Phau Kaew, demjenigen zur Ehefrau, der Chalawan töten könnte. Ein junger Mann namens Krai Thong stammte aus Nonthaburi. Er war als Verkäufer in der
Stadt Pi Chit tätig. Neben den Geschäften lernte er die Kunst der Magie bei einem Phra Kru² vor dem Wat ³ Phra Tat. Der Phra Kru machte ihn zu einem Gelehrten der Magie.


so dass er trockenen Fußes durch diesen gehen konnte. Nun kam Krai Thong in die Höhle Chalawans. Aus großer Angst machten sich die anderen Krokodile aus dem Staub. Krai Thong sah nur Wimala und drohte ihr mit dem Hok Sattaloha, damit sie ihm das Versteck Chalawans verrät. Sie war so erschrocken und schrie so laut, dass Chalawan bald erschien.

An den Wunden und Verletzungen erkannte Krai Thong Chalawan\textsuperscript{7}. Daraufhin war Chalawan sehr wütend. Er kämpfte nochmals mit Krai Thong, um sich zu rächen. Aber wiederum erlitt er eine schwere Niederlage. Nach dem Kampf behielt Krai Thong die Oberhand. Er suchte nun Ta Phau Thong und fand sie schließlich. Sie war jedoch von bösen Dingen besessen, so dass sie nicht in der Lage war, zu sprechen. Da Chalawan bei dem Kampf verloren hatte, musste er Krai Thong und Ta Phau Thong auf sich reiben lassen. Dann ritten diese beiden auf Chalawan nach oben\textsuperscript{8}.


Aber eines Tages belog Krai Thong die beiden Frauen damit, dass er den Phra Kru besuchen wollte. In Wirklichkeit ging er nach unten zum tiefen Fluss zu Wimala, der verwitweten Hauptfrau Chalawans. Er versprach ihr, dass er sie nach oben mitnehme. Wimala wurde deshalb Krai Thongs Frau. So hielt er sein Versprechen und sprach einen Zauber über sie, dass sie ein weiblicher Mensch bleiben werde, solange sie ihr Haar hochgesteckt trage\textsuperscript{9}.


Als Chalawan sie in seine Höhle mitnahm, war sie bewusstlos.
1 Ein Mann, der in Magie und Zaubem bewandert ist.
2 Tempel in Thailand.
3 Eine Art von Speer, der aus sieben verzauberten magischen Metallen besteht.
4 Typische Waffe von thailändischen Engeln in Fabeln oder im Märchen.
5 Eine Art von Sünde nach der buddhistischen Lehre oder dem buddhistischen Glauben.
6 Bei dem Kampf auf der Erde war Chalawan Krokodil, aber er wurde jetzt ein menschliches Wesen,
   weil er in der magischen Höhle gewesen war.
7 Dies bedeutet „auf die Erde“, wo die Menschen leben. (Die Krokodilshöhle
   lag in einem tiefen Fluss
   der Erde.)
8 Krai Tong verzauberte Wimala, indem er ein winziges, verzaubertes Tuch in
   ihrem Schopf
   versteckte.
9 Laube im Garten.

Problems of French Learning and Teaching among Thai Learners: A Case Study of French Major Students, Department of Western Language, Faculty of Humanities and Social Sciences, KhonKaen University

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Abstract

The objectives of this study were to explore opinions of French major students’
toward problems of French learning, Department of Western Languages,
Faculty of Humanities and Social Sciences, KhonKaen University as well as to
explore the students’ needs and interests in the development of their learning
achievement.

This study was quantitative research in which the data were obtained through a
questionnaire. To address the students’ opinion, the participants of this study
were French major students, Department of Western Languages, Faculty of
Humanities and Social Sciences, KhonKaen University. They were first,
second, third- and fourth year of university education of the academic year
2018 in the second semester. The researcher randomized the 80 participants
from each year of the undergraduate program for generating a sample random
sampling.

The research results indicated that problems in the students’ French learning
involving three issues which are the problems in French grammar, French
cultural knowledge, and French pronunciation. In terms of the students’
interests or needs, the findings revealed that the students' demands learning
activities focus on listening and speaking skills and intensive French course for
each semester.

Keywords: Learning and Teaching French as a Foreign Language, Problems in
Language Learning, French Grammar, French Phonology.

1. Introduction

In Thailand, French teaching and learning have been offered at
secondary as well as tertiary level. French learning teaching has been
introduced to Thailand’s education in 2001. According to the Thai Minister of
Education’s policy, apart from English compulsory course, French, German,
Japanese, Chinese, and other foreign languages have been offered as an
elective course for students.
At the tertiary level, both private and public universities provide French language learning continuing from the secondary level. Besides, French is an optional language for admission requirement for an undergraduate degree at universities in Thailand. In terms of business, several big French companies are operating in Thailand over 350 companies. Products from Thailand are imported to France. Many counties use French as a common language to communicate. Also, Thailand has approximately 3 million of French-speaking tourists visiting Thailand to spend their time for 7-10 days each year. As a result, several hotels are operated in Thailand. These hotels are French hotel chains offering excellent-French communication personnel to serve French-speaking tourists’ needs. In doing so, the French language plays a vital role in the industry of tourism business services and hospitality (Boontham and Suphawhet, 2013).

The French program at KhonKaen University has offered French learning and teaching as a major at undergraduate degree since 1988, producing 31 classes of graduates. The French learning and teaching’ the French program aims to increase graduates’ French abilities to complete in professional purposes and higher education in francophone countries.

French as a foreign language curriculum of the French program is developed according to Common European Framework of References for Languages or CEFR (Cadre Européen Commun de référence pour les Langues), which is created by the Council of Europe. It aims to provide a standard approach of learning, teaching, and assessment of the French language in all countries offering French instruction. It also provides language learners of French with a useful guide for the development of French proficiency to communicate effectively with French native speakers.

originally from a non-francophone country who do not hold a degree of secondary (Baccalauréat) or university level French public education. The certification DELF and DALF are made up with 6 levels of language proficiency corresponding to the CEFR; Beginner A1 and A2 levels after 100-350 hours of French study, Intermediate B1 and B2 levels after 400-900 hours of French study, Advanced C1 and C2 levels after over 900 hours of French study. foreign language syllabuses

At each level of French competencies are assessed are listening, speaking, reading and writing skills. The French program of KhonKaen University has the aim to offer standard French teaching and learning producing graduates who proficient in French. For this purpose, the French program develops the French as a foreign language syllabuses following the CEFR. Furthermore, the French program, KhonKaen University is a test center offering DELF for general candidates and encourage students to take the DELF examination.

Although French language learning and teaching at KhonKaen University has been reformed continuously, it still hasn’t achieved the French program’s purpose. This can be seen from the proportion of students who can achieve the French diplomas representing lower than 50 percent of the whole proportion of students in the French program. As a result, the researcher is interested in exploring problems in French learning of French major students, KhonKaen University.

1.1. **Research Objectives**

1) To explore the French major students’ opinions towards problems in French language learning, Department of Western languages, Faculty of Humanities and Social Sciences, KhonKaen University.
2) To explore the French major students’ interests in the development of their French learning achievement.

1.2. Anticipated Outcomes

1) The current study poses the problems in French grammar, cultures as well as the difficulties in French learning and communicative skills of French major students, KhonKaen University.

2) The current study extends ideas to the improvement of French learning and teaching and the reform of French curriculum and syllabus, the Department of Western Languages, KhonKaen University to be concordant with the student needs and current situations.

2. Scope of the Study

The participants of the study are French major students from the Department of Western Languages, Khon Khan University. The students are all year of university education studying in the academic year of 2018.

3. Research Methodology

3.1. The population of The Study

Initially, the population of this study was French major students, Department of Western Language, Faculty of Humanities and Social Sciences, KhonKaen University. The students were the first, second, third, and fourth year in university education, studying in the second semester of the academic year 2018. To gain the research participants, the researcher selected the 80 students randomly by using the sample random sampling method.

3.2. Research Instruments

The research instruments in this study consist of a questionnaire developed by the researcher according to theory and related research. The questionnaire comprises of three parts:
The first part relates to questions about the students’ personal information. The questions are multiple choices.

The second part deals with the students’ opinions toward problems in French learning and teaching. The questions are open-ended questions.

The third part is the students’ expectations and needs in the development of their French proficiency apart from learning and teaching offered by the French program. The questions are open-ended questions.

3.3. Data Analysis

The quantitative data obtained from the interview were statistically analyzed using frequency, percentage, the standard deviation to perform the data analysis in descriptive statistics.

4. Research Results

The data analysis is divided into 3 parts as following:

Part I General information of the participant including gender, French learning background at the secondary level, French proficiency level, and certification of DELF.

The percentage of the participants were divided based on genders. 80 percent of the students were female and another 20 percent were male. The majority of the participants have no French learning background before entering university.

Most of the participants have a good grade point average. 41.25 percent of the participants whose average GPA is between 3.01-3.50. 18.25 percent of the participants’ average GPA is 3.51 - 4.00. The participants whose their average GPA is between 2.51-3.00 is 31.25 percent. 8.75 of percent of the students have an average GPA with 2.01-2.50.

The majority of the participants have never taken the DELF examination represented 62.5. A group of the participants who have taken the DELF examination at beginner A1 and A2 levels made up of 21.25 percent. A group
of the participants whose their DELF examination level are B1 intermediate is only made up of 3.74 percent.

**Part II the students’ opinions towards the problems in French learning.**

Based on the data analysis obtained from the questionnaire focusing on the problem in French learning, the finding demonstrates that the participants reported that there are three issues in French language learning problems which are a problem with French grammatical tenses, French cultural knowledge, and French pronunciation.

**Problems in French Grammatical Tenses**

Most of the students agreed that French grammatical function is completely different from their native Thai and English language. French grammar is difficult and complicated by various forms and grammatical rules to remember. There are many issues of grammatical tenses that the student consider as a difficult part needed additional practices outside class. Based on the overall analysis gained from the fourth year students’ opinions, the finding shows that there are three issues of grammatical problems faced by most students, difficult to understand, and making the students lack self-confidence when communicating. These problems are 1) Selection of tense-aspect to describe past event (le temps du passé) (87.5%) 2) Relative pronouns (les pronoms relatifs simples) (77.4%) and 3) 64.23% of double pronouns (les doubles pronoms). According to the data analysis divided based on the students’ academic year, apart from three grammatical problems mentioned, it is found that the students had different opinions towards problems with grammatical tenses. The first and second-year students lack confidence in the use of direct objects and indirect object pronouns (les pronoms de complément) (58.45%). The use of articles (les articles) (42.75%), and verb agreement in group 2 and group 3 (la conjugaison des verbes 2ème et 3ème groups
(37.33%), respectively. The grammatical problems faced by the third-year students were comparison (la comparaison) (58.65%) and double pronouns (les doubles pronom) (53.25%). For the fourth year students, they had problems in negation (67.77%) and conjunction in complex sentences (les articulateurs logiques) (53.45 %)

Problems in French Culture
Most students reported that they did not have a problem with French culture courses since they were familiar with Western cultures and they had western cultural background knowledge from their English classes and movies and other entertainments. Nonetheless, the students expressed their opinions that the French culture course’s content is complicated and has various events to remember which make them confused. Also, the third and fourth-year students reported that if they could not remember French historical events, they sometimes had difficulties in reading French literature. For the first-year students at the beginner level, they commented that they could not select an appropriate form of sentences in conversation as the French language comprises of several forms and levels depending on a relationship between the speakers.

Problems in French Pronunciation
The students stated that French pronunciation is difficult and they are not familiar with it. Many of French sounds do not simply exist in the Thai language. French sounds which the students had difficulties in pronouncing were consonant sounds [g], [R], [v], and [z] and vowel sounds [ø] and [y]. Besides, the students reported that French pronunciation is frequently not consistent with its written language. For instance, plural forms end in “s”, but the final sound “s” is not pronounced in spoken context. Linking sound and rising and falling intonation in questions were considered as a problem in
French communication. Also, the problems with the way the voice rises or falls lead to miscommunication.

**Part III The students’ expectations and needs for the development of French learning achievement besides learning and teaching offered by the program**

According to the data analysis retrieved from the questionnaire, the students needed the Fresh program, Department of Western Languages to provide them with additional French learning activities focusing on the improvement of four communicative skills, especially in speaking. The students stated that they rarely had opportunities to practice their speaking skills during class time. With this limitation, the French-speaking class is not offered to them every semester. Moreover, large class and heavy students loads drive the students to lack of opportunities in speaking practice. From the students’ response, the French program should offer French intensive courses after the end of the second semester to help them recall before their higher year of study. Additionally, the students demanded the French programs to organize activities that support their French learning involving food culture, arts, history, and tourism.

5. **Conclusions and Recommendations**

According to the data analysis gathered through the questionnaire. The research results reports on the opinion’ of French major students, KhonKaen University towards the problems in French language learning. The students thought that French grammar is difficult and complicated. Furthermore, there are several problematic issues with French grammar apical tenses which lead to difficulties in communication and language learning. Most French grammatical problems are consistent with the examination content of the DELF A2 and B1 levels. This could be one of the reasons that most students of the French program did not take the DELF examination at those levels. In terms of French
culture, the students did not encounter with understanding since they were familiar with western cultures from leaning English language or media. In doing so, they could easily understand French culture. With French pronunciation, the students thought that they confused with French pronunciation and mispronounced some sounds of French consonants and vowels. For suggestions, the students showed their interests in learning activities offering by the French program, which focusing on practice the four skills of French language, particular in listening and speaking, intensive courses for all year-students at the end of semester as well as the learning activities related to French culture such as food, arts, history, and tourism.

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Problem in Terms of Learning Japanese at Khon Kaen University
Patra Phamornsinlapatham

ABSTRACT
Concerning problems and obstacles toward students who are studying in third-year and fourth-year of Japanese major, Khon Kaen University, they can be categorized in 2 areas: 1) language and grammar; complicated sequence of words in the sentence, similar meanings of grammar, Honorific form/Term of respect, verb conjugation and postposition, and 2) different culture and conception between Japanese and Thai. Therefore, studying Japanese is not only language rules and grammar, but also comprehending the native culture and conception in order to truthfully enhance the learning.

1. Introduction

In the era of globalization, science and technology are leading to information and knowledge spread widely and quickly. Since Japan is the one of the superpower that influences on trade, economy and investment in Thailand, the Ministry of Education has directly programmed Japanese as foreign language on the curriculum, like English.

Japanese Language Proficiency Test (JLPT) conducted by the Japan Foundation prior to 2009 was held once a year all over Thailand. Today the test was held twice a year as the number of examinees has been increased since 2009. In 2013, Japanese learners who enrolled JLPT continued to rise 295,419 people in July from 22 countries around the world and 355,463 in December, 559,056 foreign students from 64 countries around the world. Total number of Japanese learners is more than 650,000 people. According to a survey by the Japan Foundation in 2015, there are 173,817 Japanese language learners in Thailand (Japan Foundation, 2015).

The statistic result from Japanese Language program found that only 50% of students applying for JLPT were certified for their respective level.

From the reason mentioned above, the purpose of this research is to study the problems in learning of Japanese major students, Khon Kaen University, which affects Japanese language learning, in order to develop the more effective learning management in classroom.
2. Objectives
(1) To study the attitudes of students with regard to concern problems and obstacles toward the learning Japanese.
(2) To study the composition in order to increase the achievement in learning Japanese.

3. Research methodology
3.1 Sample respondent
The purposive sampling was employed to sample respondents who are studying in third-year and fourth-year of Japanese major, Faculty of Humanities and Social Sciences of Khon Kaen University. The total of sample was 59 students.

3.2 Data collection
The study implemented survey questionnaire as instrument which was structured under literature review and conceptual framework. The questionnaire is divided into 2 parts as followings;
Part 1: The questions are type of multiple choices.
Part 2: The questions are open-end answers that are about students’ attitude to the problem in learning Japanese language.

3.3 Data Analysis method
Quantitative data collected from questionnaire will be analyzed with descriptive statistical indicators which are frequency, percentage and mean.

4. Research Finding
The result of research can be summarized as follows:
4.1 Part 1: Respondents’ information composed of Gender, Japanese language experiences in senior high school, and level of JLPT.
4.1.1 The study found that 57.62% of respondents have never learned Japanese before they enrolled the university while the rest (42.37%) have studied in senior high school.
4.1.2 Most of respondents (79.66%) have attended JLPT which 37.28% received a Certificate of Proficiency Intermediate level (N3), 23.72% passed Basic and Elementary level (N5 and N4). In the meantime, there has 16.94% certified for Pre-advanced level (N2).

4.2 Part 2: Problem in learning Japanese of students

4.2.1 Most of respondents (98.30%) expressed that it is the difference of language structure between Japanese and Thai, which can be divided into 2 areas

4.2.1.1 Sequence of words in a sentence was dissimilarity. Most respondents (50.84%) said it is the most problematic for learning Japanese to make an error in its position, for example

(1) Japanese  Shokuji wo shimasu.
   \[ \downarrow \quad \downarrow \]
   Object    verb

   Thai  Taan aahaan
         Have meal

(2) Japanese  Haha ga tsukutta ryoori
   \[ \downarrow \quad \downarrow \]
   Modifier  Noun

   Thai  Aahaan Thii Mae tham
         Food made by mother

4.2.1.2 Grammar has similar meanings, 25.40% of respondents thought that grammar in Japanese has many similar meanings especially
the intermediate and advanced Japanese language level, which confused them to use grammar correctly to communication.

(3) Kare ga komatteiru no wo shiri nagara, nani mo shite agerarenakatta. I know he was in trouble but I didn’t do anything for him.

(4) Karada ni yokunai to shiri tsutsu, neru mae ni keiki wo tabeteshimatta. I know it’s not good for health, I have regretted, but already ate it before getting in bed.

「nagara」 and 「tsutsu」 are the same meaning that something occurred which it is across from expectation, but 「tsutsu」 often uses when the speakers regret or repent.

4.2.1.3 Some students expressed that Honorific form / Term of respect was one of the problems in learning Japanese (16.94%) because there are 2 types of Honorific form / Term of respect which are

(1) Honorific form / Term of respect that applied to the actions of elders, higher social status or senior position at work.

(2) Humble form that applied to one’s own actions indicated their humbling, different from Thai language.

Example

(5) A: O sushi wo meshiagarimasu ka. Honorific form

Would you like to have O-Sushi ?

B: Hai, itadakimasu. Humble form

Yes, I have
4.2.1.4 Approximately 13.50% revealed that verb conjugation was one of the obstacles in learning Japanese due to various kinds of verb conjugation, unlike Thai language.

4.2.1.5 Few students (10.63%) shown that Postposition is one of the problems in learning Japanese.

(5) Hon **wo** yomimashita        Show object of transitive verb
    Read a book
(6) 9 ji ni ie **wo** demasu       Show beginning
    Leave the house at 9 o’clock
(7) kooen **wo** sanposhimasu    Show passing point
    Take a walk at the park
(8) gakkoo **wo** kayotte imasu. Show direction
    Going to school

4.2.2 The majority of respondents (98.30%) stated that there were the differences of culture and conception affecting the learning Japanese as follows:

4.2.2.1 Classes or insider-outsider word system of Japanese can be referred to Honorific form / Term of respect. The insider meaning they are in the same group of their own such as members of the family and workers in the same corporation. Honorific form / Term of respect is applied to the insider, in the meantime, humble form is applied to the outsider. For examples:

4.2.2.2 Indirect speech is generally employed while addresses to the third person and cannot use words that show emotional or thought to others directly.
5. Conclusions and discussions

In this study, problem in terms of learning Japanese for students in Japanese major, Khon Kaen University, are

5.1 Concerning problems in learning Japanese, they can be categorized to 5 areas:

(1) Sequence of words in a sentence (50.84% of students)
(2) Grammar with similar meanings (25.40%)
(3) Honorific form / Term of respect (16.94%)
(4) Verb conjugation (13.50%), and
(5) Postposition (10.63%)

With respect to the contrast between Thai and Japanese languages, there is an isolating language in Thai which its system uses each word contained a single morpheme to make a sentence directly and indicate grammatical relationships to communication (Tida, 1991). As for Japanese sentences contain postposition which is used to refer a noun acting as subject, object or indicating a place, such as conjugating verb to imply that it is a declarative sentence, negative sentence or telling the tense in the sentence. In addition, verb in Japanese will be at the end of the sentence. The sentence order is subject-object-verb where English or Thai languages are subject-verb-object. Language habits are derived from languages that we use regularly; employed differently in the sentence or words for each language around the world. Language is primarily the structure of human conception and behavior implied that language is a pattern of human behavior (Sapir, 1921) affecting the formation of sentences or understanding in language.

5.2 Most of students 98.30% addressed that Japanese culture and conception were the obstacles of learning Japanese. They emphasized 2 significant obstacles: 1) social classes / insider-outsider group, and 2)
indirect speech which cannot use emotional or thought-expression to other peoples directly. It implied that the native culture and conception affect learners, when they are learning other languages. Because process of the interaction of language and thought are actually taking place under our culture and conception foundation (Tasanee, 2004).

5.3 As a result, to learn the language proficiently and apply in an appropriated situation, the learners should understand Japanese thoughts and expressions that appear in the language.

5.4 The study indicated that students who were certified JLPT all levels agreed on 2 main factors of problems in learning Japanese which are 1) language and grammar, and 2) culture and conception.

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Promoting Motivation of German-Major Students without Basic German Skills at Khon Kaen University

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Abstract

This research aimed to study the promotion of motivation of German-major students without basic German skills at Khon Kaen University. The objectives of this research were to study the motivation of German-major students without
basic German skills at Khon Kaen University and to study the ways to promote the motivation of German-major students without basic German skills. Quantitative data were collected in this research. The sample was 86 German-major students at Khon Kaen University. Quantitative data collected were then evaluated and analyzed using statistics. The results of this research showed that most of the respondents had the motivation to learn German.

Based on their opinions, German language is very useful for future career. In addition, the respondents are interested in the language and culture of the German speaking countries. The suggestions of this research include the instructor should persuade German-major students without basic German skills to realize the benefits and the importance of German in order to promote their motivation to learn German. Besides, the instructor should organize various teaching and learning activities for students.

Keywords: promotion of motivation, students without basic German skills, Khon Kaen University

**Abstract**

In dieser Arbeit wird die Motivationsförderung für Deutschstudierende ohne Vorkenntnisse an der Universität Khon Kaen untersucht. Zwei Fragen wird hierbei nachgegangen: Wie ist die Motivation der Deutschstudierenden ohne Vorkenntnisse an der Universität Khon Kaen? Wie wird die Motivation der Deutschstudierenden ohne Vorkenntnisse zum Deutschlernen gefördert? Um die
zwei Fragen beantworten zu können, wird die quantitative Untersuchungsmethode eingesetzt. Durch die Befragung von 86 Deutschstudierenden an der Universität Khon Kaen wurden die Daten statistisch ausgewertet und analysiert. Aus den Ergebnissen zeigt sich, dass die meisten Deutschstudierenden motiviert sind.

Die Studierenden vertreten die Auffassung, dass Deutsch sehr nützlich für die zukünftige Arbeit ist. Außerdem interessieren sie sich für die deutsche Sprache und Kultur der deutschsprachigen Länder. Bezüglich der Motivationsförderung für Deutschstudierende ohne Vorkenntnisse sollten Dozenten die Studierenden von der Nützlichkeit und Bedeutung der deutschen Sprache überzeugen. Im Unterricht sollten die Dozenten den Studierenden verschiedene Lernaktivitäten anbieten.

Schlüsselwörter: Motivationsförderung, Deutschstudierende ohne Vorkenntnisse, Universität Khon Kaen

1. Einleitung


2. Was ist Motivation?

2.1 Allgemeines
Motivation beim Lernen erklärt Rheinberg (2002) wie folgt:


Über die Motivation schreiben Comelli et al.:


2.2 Motivationsarten

2.2.1 Intrinsische und extrinsische Motivation

der intrinsischen Motivation handelt es sich um vier Begriffe, und zwar die Neugier der Menschen, den Anreiz aus Emotion, Situationsfaktoren, die Erfolgserwartung und die Anstrengungsbereitschaft (vgl. Edelman, S. 30 ff.).

Die extrinsische Motivation definieren Schunk et al. (2008) folgendermaßen:

„Extrinsic motivation is motivation to engage in an activity as a mean to an end. Individuals who are extrinsically motivated work on tasks because they believe that participation will result in desirable outcomes such as a reward, teacher praise, or avoidance of punishment“ (Schunk et al., 2008, S. 236)

Im Allgemein kann man sagen, dass die intrinsische Motivation eine wirksame Motivation, die aus dem Wissensdurst oder den Erfolgsaussichten stammt. Im Gegensatz zur intrinsischen Motivation handelt die extrinsische Motivation also von den Anreizen aus dem Umfeld. Man verlangt die Belohnung von außen.

2.2.2 Integrative und instrumentelle Motivation


3. Methoden und Durchführung der Untersuchung

3.1 Ziele der Untersuchung
1. Wie ist die Motivation der Deutschstudierenden ohne Vorkenntnisse an der Universität Khon Kaen?
2. Wie wird die Motivation der Deutschstudierenden ohne Vorkenntnisse zum Deutschlernen gefördert?

3.2 Untersuchungsteilnehmer

An der Studien haben 86 Studierende teilgenommen, die allen Studienjahrgängen angehören und Deutsch an der Universität Khon Kaen angefangen haben. Die meisten der Studierenden sind weibliche Studierende (72%), nur 14 Studierende sind Männer.

3.3 Erhebung der Daten

Die vorliegende Arbeit basiert auf einer quantitativen Untersuchung. Die Daten wurden am Anfang mithilfe der Beobachtung des Lernverhaltens und der Mitarbeit von der Deutschstudierenden im Unterricht erhoben. Danach wurde
der erstellte Fragebogen verwendet, um die Motivation der Studierenden beim Deutschlernen zu analysieren.

Die Umfrage befasst sich mit folgenden Aspekten:

- Fragen zur Person: Geschlecht, Alter, Heimatstadt
- Fragen nach Gründen zum Deutschlernen.
- Aussage-Items nach der intrinsischen Motivation
- Aussage-Items nach der extrinsischen Motivation
- Aussage-Items nach der instrumentellen Motivation
- Aussage-Items nach der integrativen Motivation
- Aussage-Items nach anderen Faktoren der Lernmotivation beim Deutschlernen, wie Rolle der Familie, die Beziehung zwischen Dozenten und Studierenden, die Lehrmethoden und Lehrmaterialien usw.

Die Datenanalyse des Fragebogens wurde mit Prozentpunkten und Mittelwerten (M) gearbeitet. Dann wurde zur Bewertung der Daten die 5-stufige Likert-Skala verwendet, welche wie im Folgenden dargestellt ist:

**Tabelle 1: 5-stufige Likert-Skala**

<table>
<thead>
<tr>
<th>Mittelwerte</th>
<th>Interpretation des Übereinstimmungsgrades</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.21 – 5.00</td>
<td>= völlig einverstanden</td>
</tr>
<tr>
<td>3.41 – 4.20</td>
<td>= einverstanden</td>
</tr>
<tr>
<td>2.61 – 3.40</td>
<td>= unentschieden</td>
</tr>
<tr>
<td>1.81 – 2.60</td>
<td>= nicht völlig einverstanden</td>
</tr>
<tr>
<td>1.00 – 1.80</td>
<td>= überhaupt nicht einverstanden</td>
</tr>
</tbody>
</table>

4. Forschungsergebnisse
4.1 Grundinformationen

Die Studierenden sind im Alter von 17-23 Jahren. Hinsichtlich ihres Geburtsortes ergibt sich, dass mehr als die Hälfte der Studierenden (60 Prozent) aus Nordostthailand sind. An zweiter Stelle stehen die Studierenden aus der Zentralthailand (15 Prozent) und einige Studierenden sind aus Nord- und Südthailand (11 Prozent).

Zur Frage, aus welchen Gründen sie Deutsch lernen, durften die Studierenden mehrere Antworten auswählen. Die meisten Studierenden nennen zwei wichtige Gründe; erstens, sie möchten ihre Fremdsprachfähigkeit verbessern (70%) und zweitens, Deutsch sei interessanter als andere Fremdsprachen (66%). 28 Prozent glauben, Deutsch sei eine berühmte Fremdsprache.

4.2 Motivation zum Deutschlernen

deutschsprachigen Länder interessieren (M=3.5). Sie möchten die deutsche Sprache beherrschen, um deutschsprachigen Leuten zu kommunizieren (M=3.48) und später in einem der deutschsprachigen Länder zu leben (M=3.41).


4.3 Motivationsförderung für Deutschstudierende ohne Vorkenntnisse an der Universität Khon Kaen

4.3.1 Vorschläge für Motivationsförderung für Deutschstudierende ohne Vorkenntnisse

Das Ergebnis der Umfrage zeigt, dass die Nützlichkeit der deutschen Sprache, Berufschancen und die Lehrpersonen großen Einfluss auf die Deutschstudierende ohne Vorkenntnisse haben. Deswegen sollten Dozenten die Studierenden von der Nützlichkeit und Bedeutung der deutschen Sprache überzeugen, um so ihre Lernmotivation zu wecken. Im Hinblick auf Förderung
der Berufschancen für Deutschstudierende könnten die deutsche Abteilung die Veranstaltungen über berufsbezogene Deutschsprachförderung organisieren.

4.3.2 Vorschläge für den Deutschunterricht


5. Schlussbetrachtung

Die Entwicklung und Förderung der Lernmotivation der Deutschstudierenden sind grundlegende Aufgaben des Deutschunterrichts. Um die Deutschstudierende ohne Vorkenntnisse zu motivieren, sollten die Dozenten einerseits die Unterrichtsmethode ständig überprüfen und verbessern, andererseits sollten die Dozenten den Studierenden die Nützlichkeit der deutschen Sprache präsentieren.

Literatur


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**German Teacher Competence Development in Industry Era 4.0**

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**Abstract**

The purpose of this study was to obtain a comprehensive study of the concept of competency that must be possessed by German language teachers in DKI Jakarta as the main educator in German learning in the industrial era 4.0. This research used qualitative research with the grounded theory method.
Participants in this study were taken from 30 senior high schools’ teacher in Jakarta. The process of collecting data used interview techniques, discussion, observation and documentation. Data analysis used design concepts from Silverstein and Auerbach, namely relevant text, repeating ideas, themes, theoretical constructs, theoretical narrative. The validity of the data used 4 categories, namely transparency, communicability, coherence, and transferability. The results of the study indicate that there were two competencies that must be possessed by every German language educator, namely the main competencies consist of 1) pedagogical competencies, and 2) communicative competencies (interpersonal and intrapersonal competencies). While supporting competencies were 1) technology mastery competencies, and 2) competencies that refer to soft skills. It can be concluded that the implementation of German language teachers’ competence development in Jakarta referred to creativity during the teaching and learning process in the classroom either individually, groups or institutions. Thus, this study cause to improve and assess the teacher’s competence that is not only based on the regulation number 14 years 2005 about teacher and lecture.

**Keywords:** Competence, German Language, Teacher, Industry Era 4.0

1. **Introduction**

An educator is always required to have a high professional level. This means that a professional teacher must have the characteristics, competencies, knowledge and career development that continue to develop following the needs of the times. In addition, the professional level of a teacher must be in accordance with the regulations set by the Government of Indonesia through the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers. In the Law, it is explained that the competencies which must be possessed by a teacher include pedagogic competence (ability to manage learning), personality competence (strong personality abilities, noble, wise, and authoritative and a good example), social competence (the ability to communicate and interact effectively and efficiently), and professional competence (the ability to master subject matter widely and deeply).

In connection with these competencies, German learning as a foreign language requires a teacher who is competent in the German language to cover
the four competencies. In the reality that it must be faced at this time, a German language teacher must be proficient in German both verbally and writing. When they are proficient verbally and writing, some problems related to the level of professional competence of teachers do not necessarily have optimal pedagogical competence. This means that it is often found a teacher has only one or more competency that has been regulated in the Act.

From the results of observations and analysis in the field, there are still many unique obstacles in Indonesia to improve professional competence. Many factors influence the mastery process of these competencies, such as mastering the characteristics or linguistics of German, psychology, social context, culture, until the implementation of the learning process of students in the class. In addition, the design of teacher professional competencies contained in Law Number 14 of 2005 concerning Teachers and Lecturers has many interpretations. Refer to the theory of the forming elements of competence. Hierarchically, these elements are preceded by motives, character, self-image, social role, knowledge and skills (Boulter, Dalzie, & Jackie, 2003).

There are two types of competencies that must be possessed by someone, namely 1) technical or hard competencies, is competencies related to knowledge and skills in a specific field, and 2) non-technical competencies or soft competencies, is competencies related to one's character, for example, the courage to take risks, flexibility, interest, patience and commitment (Shermon, 2004).

Some researchers have done about teacher’s competence. The model is based on the educational competence concept, thus defining competencies to be context-specific, learnable cognitive dispositions that are needed to successfully cope with specific situations. Integrating research on assessment processes, practices, and products, we specify the range of situations our model applies to, and discuss how its elements may become involved and measurable in a
variable assessment process. The model aims to inspire future integrative research on the description, explanation, prediction, and promotion of teachers' assessments in various situations (Herppich et al., 2018). Grammar, as a system of rules in a language, holds an important place in the process of foreign language teacher education. The knowledge of the linguistic structure of the German language combined with the skills of writing, reading, listening and speaking constitute a meaningful whole with a mutual consistency. They can also be referred to as declarative and procedural knowledge. They serve to develop a consciousness of language and/or language learning. This study explores whether there is a significant correlation between the trainees’ success levels of language skills and grammar (Uluç, 2013). The results of this study highlight the importance of teacher knowledge and the ability to teach with enthusiasm, motivate students, involve the family, respect differences and manage the classroom effectively. We demonstrate very significant differences regarding perceptions of teacher competencies in the three linguistic and cultural communities. We believe that the perceptions that parents have of teacher competencies are made up of expectations, beliefs and concepts. Parents do not seem to have a clear understanding of what constitutes teacher competency, the classroom climate, and the organizational culture of the class and the school itself (Dozza & Cavrini, 2012). Teachers’ professional competence—their professional knowledge, skills, beliefs and motivation—is a critical predictor of teachers’ professional wellbeing and success (Lauermann & König, 2016). But these research separated between the competence. Thus, this study addressed to explore the teacher’s competence from the regulation number 14 of 2005.

Based on the problem and theoretical framework, the study focuses to the exploration of teacher competence that refers to the regulations set by the Government of Indonesia through the Republic of Indonesia Law Number 14 of
2005 concerning Teachers and Lecturers. In addition, this study can provide an appropriate interpretation of the competencies that must be possessed by a teacher. What is understood by German language teachers on the four competencies that have been designed by the government? Are these competencies relevant to current development conditions that are increasingly facing challenges?

2. Method

This research used qualitative research with the grounded theory method. A qualitative approach is to explore the social phenomenon that describes the process of answering the questions, the focus of research explored because the variable is not able to identify, and theory is not to explain participant attitude and theory has to develop (Creswell, 2012). Participants in this study were taken from 30 senior high schools’ teacher in Jakarta. The process of collecting data used interview techniques, discussion, observation and documentation. Data analysis used design concepts from Silverstein and Auerbach, namely relevant text, repeating ideas, themes, theoretical constructs, theoretical narrative. The procedure of research is appropriate with Silverstein and Auerbach are a) choosing the research focus and theoretical framework; b) choosing the sample of research; c) elaboration of research focus and theoretical framework with the relevant literature; d) making narrative interview as the filed needs; and e) the research process is until theoretical saturation. The validity of the data used 4 categories, namely transparency, communicability, coherence, and transferability. The result of analysis and interpretation created the substantive of German teacher’s competence development at Senior High School Jakarta.

3. Result and Discussion
The German teachers’ competence development included the pattern and activity design between individual, group and institution. Vangrieken, Meredith, Packer, & Kyndt (2017) identified four components underlying teachers’ perceptions of competencies relating to 1) values and child-rearing; 2) understanding of the education system and contribution to its development; 3) subject knowledge, pedagogy and curriculum; and 4) self-evaluation and professional development. Teachers perceived all but the second area of competence as very important, with the fourth scale perceived as of the highest importance. Here are the finding and discussion of each competency that takes from several schools which has a German subject.

Table 1 Recapitulation of interpretation data of Communicative Competence

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I master 4 skills in German</td>
<td>80%</td>
</tr>
<tr>
<td>2 I am competent in German language knowledge</td>
<td>66.7%</td>
</tr>
<tr>
<td>3 I have a German language competence certificate</td>
<td>70%</td>
</tr>
<tr>
<td>4 I often read and write using German</td>
<td>50%</td>
</tr>
<tr>
<td>5 I often attend German language training and education</td>
<td>70%</td>
</tr>
</tbody>
</table>

Table 1 shows that communicative is a competence that construct of discourse will delivery to the listener and speaker. Some participant stated that each teacher has to master German skills, namely listening, speaking, reading, and writing. Mastery of all four German language skills is a must for building more comprehensive classroom teaching. Most participants have had the ability to speak and write very well. In addition, participants have also emphasized
mastery of language features and text structures in languages. Although most participants did not explicitly state mastered skills.

The second statement related to the teacher’s German language knowledge. The percentage is not high, but it can be concluded that knowledge of language and culture from German itself is not maximal. So in this section, teacher language knowledge competencies must be optimized by following various activities to improve German language knowledge.

The third statement relates to the German language competency test which must be done regularly. This aims to show the level of proficiency in using German. In this section, the majority of participants have a fairly high percentage level of 70%. The competency test is conducted periodically both individually and in groups or together. A teacher who is highly motivated often does German language competence tests even though he has no interest. So he knows every German language ability from the beginning to the final level. Because the German language competency test has a lot of levels like Goethe-Z Certificates A1: Start Deutsch 1.

Some participants stated that they rarely read books or write using German. So that in this section it is known that the level of mastery in communication both written and oral is not maximally used. Most participants use written and oral skills when teaching German at school. But participants often attend German language training to improve their German language skills.

From the results of data recapitulation and interviews, it can be concluded that the participants improved their communicative abilities with various activities such as following training activities, taking higher education or continue studying. Although the level of motivation to read and write using German is still low. However, from this explanation, it is known that the components that build communicative competencies are grammatic, social, cultural, or participant strategies in using German. Mastery of German language
knowledge mastered is linguistics including phonology, morphology, semantics, syntax and pragmatics. A review of the preceding research demonstrates contradictory views on the relation between sociopragmatic competence and pragmalinguistic competence in the development of L2 pragmatic competence and suggests the need to expand the scope of data analysis in future studies (Chang, 2011).

Table 2. Recapitulation of interpretation data of Intrapersonal competence

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I am able to evaluate teaching activities through self-reflection and discussion with colleagues</td>
<td>76.6%</td>
</tr>
<tr>
<td>2 I am able to do multitask</td>
<td>83%</td>
</tr>
<tr>
<td>3 I always keep promises</td>
<td>90%</td>
</tr>
<tr>
<td>4 I always speak according to behaviour</td>
<td>80%</td>
</tr>
<tr>
<td>5 I always make changes and innovations</td>
<td>66.6%</td>
</tr>
<tr>
<td>6 I am able to create new things to improve one's abilities</td>
<td>60%</td>
</tr>
<tr>
<td>7 I have self-concept and motivation</td>
<td>76.7%</td>
</tr>
<tr>
<td>8 I always carry out activities totally and have high integrity</td>
<td>83%</td>
</tr>
<tr>
<td>9 I have a forward vision in improving self-quality</td>
<td>73.3%</td>
</tr>
<tr>
<td>10 I have good health and physical and mental skills</td>
<td>86.7%</td>
</tr>
</tbody>
</table>

Table 2 concluded that the development of intrapersonal competence has a higher level of difficulty. Because this ability merges with personal competence. So that the percentage of data is complemented by sufficiently in-depth interview data with the participants. From the results of the analysis of the interview data as a whole shows some conclusions about intrapersonal competence, namely;

1. Professional physical and mental appearance greatly affects the teaching performance of the teachers.
2. The speech of a teacher should have a fairly good adjustment in the realm of education
3. Many teachers who do work do not only teach, such as writing books, filling out seminars, and so on.
4. Self-reflection activities are often carried out by participants to enhance creativity during the process of teaching or innovating to create works.
5. The participants have a high totality of responsibility as an educator.

Table 3 Recapitulation of interpretation data of Interpersonal Competence

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I am able to collaborate with others</td>
<td>70%</td>
</tr>
<tr>
<td>2 Sociable and friendly</td>
<td>83%</td>
</tr>
<tr>
<td>3 motivate others</td>
<td>70%</td>
</tr>
<tr>
<td>4 I can be trusted</td>
<td>66.7%</td>
</tr>
<tr>
<td>5 I have the ability to understand others</td>
<td>70%</td>
</tr>
</tbody>
</table>

From the results of the data analysis, it was concluded that the participants had built interpersonal competencies very well. This is because the percentage level is quite high in each component. Some things done by participants in improving interpersonal competencies are 1) maintaining interpersonal competence through daily activities that are interrelated with other competencies in doing work as a teacher; 2) participants always give different added values for each teaching process. So, participants always build good relationships with students, other teachers, principals or other school residents. The level of cooperation built by participants has a big influence on improving other competencies. Thus, the interpersonal competencies of the participants arise in the concept of flexible collaboration, being able to motivate themselves and others, be trustworthy, have a good level of warmth and be able to build attitudes as a teacher or friend.

Table 4 Recapitulation of interpretation data of Pedagogical Competence
The development of pedagogical competencies of the participants can be seen in several aspects of activities such as 1) the development of German learning principles that are easily understood by teachers and students; 2) the development of approaches and methods of learning German which always follows the needs and development of the global; 3) the development of authentic material in accordance with the needs of students, global and industrial, as well as learning media that are always innovated with a combination of technologies; 4) development of evaluation of German language learning that is in accordance with the criteria for final learning and can be trusted; 5) the development of the role of the teacher in the classroom or outside the classroom so that the teacher’s professional level is more balanced.

Teachers’ professional competence their professional knowledge, skills, beliefs and motivation is a critical predictor of teachers’ professional. The present study examined the associations of two aspects of teachers’ professional competence their general pedagogical knowledge (GPK) and self-efficacy with teachers’ likelihood of experiencing burnout, as well as possible differences in these constructs as a function of gender and teaching experience (Lauermann & König, 2016). This competence can include in the curriculum concept to build the professional (Măță & Suciu, 2011).

Table 5 Recapitulation of interpretation data of Information and Communication Technology (ICT) Competence

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Have principles in learning</td>
<td>85%</td>
</tr>
<tr>
<td>2 Mastering learning methods and approaches</td>
<td>83%</td>
</tr>
<tr>
<td>3 Mastering the material and learning media</td>
<td>76%</td>
</tr>
<tr>
<td>4 Able to do learning evaluation</td>
<td>66.7%</td>
</tr>
<tr>
<td>5 Able to act as a professional teacher</td>
<td>70%</td>
</tr>
</tbody>
</table>
Based on the results of interviews and observations made in the field, it was concluded that the level of mastery of Information and Communication Technology (ICT) Competence was still not optimal. This can be seen from the level of multimedia usage that combines technology in classroom teaching. Because they not all are equipped with adequate technological facilities and infrastructure and meet current teaching needs. Even though this competency is needed to face challenges in teaching and learning in the world today. All access to information such as learning resources can be accessed through internet facilities. However, the use of this technology has not been maximally utilized. Even though the mastery of technology competency is very much needed in improving the pedagogical competencies of the teachers. So that the context of teaching and learning of teachers is not only in the national domain, but can already cover the international realm. Thus, graduates also have a high level of ability.

Table 6 Recapitulation of interpretation data of Research Competence

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Conduct continuous research both individuals and groups</td>
<td>40%</td>
</tr>
<tr>
<td>2  Engage in forums or research teacher communities</td>
<td>50%</td>
</tr>
<tr>
<td>3  Use ICT in finding data sources or research references</td>
<td>40%</td>
</tr>
</tbody>
</table>
Following training activities related to improving research knowledge | 33%
---|---
Innovate in research | 40%

Research competencies possessed by participants are still low. From the results of interviews both individually and in groups, the teachers were reluctant to conduct research activities. This is because the research process requires more costs and a long time. They are often preoccupied with preparing administration of teaching and learning needs in the classroom. The school has also not done optimally to facilitate the need for knowledge about the research process. Even though research capabilities will greatly support pedagogical abilities. For example, when teachers face teaching and learning problems, they can be solved scientifically and procedurally. Thus, solving the problem is very effective and feasible to use.

Table 7 Recapitulation of interpretation data of Spiritual Competence

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Take ESQ training</td>
<td>70%</td>
</tr>
<tr>
<td>2 Consistent in carrying out religious rituals</td>
<td>80%</td>
</tr>
<tr>
<td>3 Become a guest speaker in a religious forum</td>
<td>66%</td>
</tr>
<tr>
<td>4 Have discussions about religion</td>
<td>70%</td>
</tr>
<tr>
<td>5 Consistent use of religious symbols</td>
<td>70%</td>
</tr>
</tbody>
</table>

The participants' spiritual competencies were very good. This is a concern for every religious activity carried out in class when teaching and learning activities are carried out. In addition, the school also maintains this competence by holding religious activities, ESQ training, the use of religious symbols, routine recitation, or conducting routine religious studies. This competency is very good at supporting interpersonal and intrapersonal abilities or competencies.

4. Conclusion
The result of analysis can be concluded that there are two categories of main competence, namely 1) pedagogical competencies (communicative competence), and 2) communicative competencies (interpersonal and intrapersonal competencies). While supporting competencies were completed the implementation of the main competence. Another competence are 1) technology mastery competencies, and 2) competencies that refer to soft skills. All competence that have been the teacher used in learning teaching process. They have the creativity and innovative of teaching as appropriate with the students and global challenge needs. Besides that, all competence are individual, group or institution. Therefore, the implementation of teacher’s competence is as on the regulation number 14 years 2005 about teacher and lecture has been implemented by the teacher and they have the pattern of competence development. Like as the previous research has done that evaluation of teacher’s competence should do as periodic (Finsterwald, Wagner, Schober, Lüftenegger, & Spiel, 2013).

References


### Appendix

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Ever</th>
<th>Never</th>
</tr>
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<tbody>
<tr>
<td><strong>Communicative Competence</strong></td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>I master 4 skills in German</td>
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<tr>
<td>2</td>
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<tr>
<td>3</td>
<td>I have a German language competence certificate</td>
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<tr>
<td>4</td>
<td>I often read and write using German</td>
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<tr>
<td>5</td>
<td>I often attend German language training and education</td>
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<tr>
<td><strong>Intrapersonal competence</strong></td>
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<td>1</td>
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</tr>
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<td>2</td>
<td>I am able to do multitask</td>
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<tr>
<td>3</td>
<td>I always keep promises</td>
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<tr>
<td>4</td>
<td>I always speak according to behaviour</td>
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<td>I always make changes and innovations</td>
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<td>6</td>
<td>I am able to create new things to improve one's abilities</td>
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<td>7</td>
<td>I have self-concept and motivation</td>
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<td>I always carry out activities totally and have high integrity</td>
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<td>9</td>
<td>I have a forward vision in improving self-quality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I have good health and physical and mental skills</td>
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</tbody>
</table>

**Interpersonal competence**

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<tbody>
<tr>
<td>1</td>
<td>I am able to collaborate with others</td>
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</tr>
<tr>
<td>2</td>
<td>Sociable and friendly</td>
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<tr>
<td>3</td>
<td>motivate others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I can be trusted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I Have the ability to understand others</td>
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**Pedagogical competence**

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<td>Able to do learning evaluation</td>
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<td>Able to act as a professional teacher</td>
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**Information and Communication Technology (ICT) Competence**

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<td>Become a guest speaker in a religious forum</td>
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<td>Have discussions about religion</td>
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The Role Of English and Its Impact on Ambon-Malay Daily Conversation; The Perspectives of Teachers at Smk Al Wathan Ambon

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Abstract
There are many reasons why learning English is a good idea. It allows you to communicate with new people. It helps you to see things from a different perspective, or get a deeper understanding of another culture. For Ambonese teachers, English is important because it could help them to operate the computer, to use social media, to communicate with the native guests or to get a better job. By the proliferation of English development it could affect the use of their local language (Ambon-Malay) in daily life context. Therefore, this study is focused to describe the teachers’ perspective on English and its impact on Ambon-Malay daily conversation at SMK Al Wathan Ambon.

The research methodology that used in this research was survey under mix method qualitative-quantitative design. The data was collected from 30 teachers at SMK Al-Wathan Ambon by using questionnaire as the instrument to gather the data. Thus, the result showed that English has significant role for teachers at SMK Al Wathan Ambon because they had awareness if English is important to learn because it is one of the most spoken language around the world to be mastered. Also, through the growth of English it caused the use of code-switching (Ambon-Malay + English) in teachers’ daily conversation. Besides, Ambon-Malay dialect or accent could affect teachers’ intonation of English which tends to have high voice as the characteristic of Ambonese but it does not change the meaning of the words. Furthermore, mastering English is needed but it should be balanced with the used of local language (Ambon-Malay) and in line with the slogan from Education and Culture department said that "Prioritizing Bahasa Indonesia, Preserving local languages and Mastering foreign languages".

Key words: English, Ambon-Malay Conversation, Teachers’ Perspectives.

1. INTRODUCTION

Human life in its present form would be impossible and inconceivable without the use of language. People have long recognized the force and significance of language. According to Robins and Crystal (2018) the functions of language include communication, the expression of identity, play, imaginative expression, and emotional release. In other words, language is important for human to transfer knowledge or message in form of interaction or communication among people. In line Henry Sweet, an English phonetician and language scholar as cited by Robins and Crystal (2018) stated: “Language is the
expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts.” Simply, language can be called as an idea of a person or people towards something.

The study from Cholakova, M (2015) entitled *The Influence of the English Language In A Multilingual and A Monolingual Environment – A Comparative Approach* revealed that participants’ attitudes towards the usage of English vary in terms of the setting of which is discussed and whether it is used inside or outside the classroom. Major findings indicated that in a monolingual environment people generally use English as an obligatory subject in the school curriculum i.e. first obligatory foreign language. The responses suggest that people use English when necessary, usually with native speakers, tourists, on business meetings and conferences, and when they travel to another country. On the contrary, in a multilingual setting people use English both inside and outside the classroom. Hence in a multilingual setting people use English not only in the classroom (with their teachers and colleagues), but also outside the classroom as a means for communication and as a bridge for avoiding possible conflict situations that appear among people who belong to different ethnic and cultural groups.

English has become the need of most people in Ambon, especially among teachers. Based on the researcher experiences in her pre-preliminary of the study, most of the teachers thought that English is important to learn because it can help them to operate the computer, to use social media, to communicate with the native guests or to follow the students’ need even they are not English teachers. Generally, English may not be the most spoken language in the world, but it is the official language of 53 countries and spoken by around 400 million people across the globe (English Language Center, 2018). In addition, being able to speak English is not just about being able to communicate with native
speakers or just being native speaker-like but it is the most common second language in the world. It means that if you want to speak to someone from another country then the chances are that you will both be speaking English to do this. It allows you to communicate with new people. It helps you to see things from a different perspective, and get a deeper understanding of another culture. Unfortunately, with the proliferation of English development it could affect the use of teachers’ local language (Ambon-Malay) at SMK Al Wathan Ambon. Therefore, this study is focused to describe the teachers’ perception on the role of English and its impact on Ambon-Malay daily conversation at SMK Al Wathan Ambon teachers.

This study was focused in this research question, as followed:

1. How do the teachers’ at SMK Al Wathan Ambon perspective on the role of English and its impact on Ambon-Malay daily conversation?

Meanwhile, the aim of this study was to describe teachers’ at SMK Al Wathan Ambon perspectives on the role of English and its impact on Ambon Malay daily conversation.

2. LITERATURE REVIEW

2.1 The Role of English

Learning English is important nowadays. In Indonesia, English is learned as a foreign language in school. It consists of four basic skills those are listening, speaking, reading and writing. English is the language of science, of aviation, computers, diplomacy, and tourism. Knowing English increases chances of getting a good job in a multinational company within your area of the country or international job. It’s also the language of international communication, the media, and the internet. Therefore, learning English is important for socializing and entertainment as well as work.

2.2 Ambon Malay As The Most Spoken Language In Maluku
According to Grimes (1996) the data stated that the number of languages listed in Maluku are 131 consists of 128 are living languages and 3 are extinct. For instance in Huaulu with a local language called Alakamat placed in East Seram, central Maluku with 10 villages. The language is 64% to 72% lexical similarity with Manusela dialects. Other is Kaibobo or Kaibubu. Kaibobo, Hatusua, Waisamu, Kamarian, Seruawan, Tihulale, and Rumahkay villages in Kairatu District; 8 villages in total, Piru Bay, west Seram, central Maluku. The dialects used by people in there are Kaibobo, Hatusua. Language use may be shifting to Ambon Malay in some villages. Moreover, Ambon as the central of Maluku province, the most spoken language used by people is Ambon-Malay as the local language. According to Indonesia Population Citizenship Census (2010) mentioned in Sulistiyo (2016) provinces with significant daily usage of local languages is Maluku (99.3%), followed by North Sulawesi (99.1%), Central Java (98.0%), North Maluku (97.6%), and South Sumatra (97.4%). So, Ambonese should be proud of this result because it means that the people in Ambon preserve their local language. Also, that has become one of the reasons why the researcher conducted her study in Ambon at SMK Al Wathan Ambon. Besides, most of the teachers at the school spoke Ambon-Malay on their daily basis.

2.3 Local Language Influence toward English

It was thought that the role of L1 and local language in L2 performance is often referred to as interference. This means that the L1 and local language interferes or gets in the way when we try to speak a second language. Soma (2018) suggested that this is not true and we only make errors which are simply the result of lacking a rule of L2. The cure to such errors or interference is to help students acquire the target language and its rules which will protect them from resorting to the L1 rules which may look similar them.
What is characteristic of second language acquisition or learning, but not of the first language acquisition process is so called transfer. This term denotes the act of trying to apply the pronunciation, word order, vocabulary or some expression form the mother tongue to the target language learnt at the moment. When the transfer is successful, for example a word from the learners’ native language has been used while using the target language and such a word indeed exists in the target language (either with different pronunciation, or not) the learner has benefited from a positive transfer. However, when in a similar attempt the learner tries to use a structure, or a word from the native language, but such a word, or structure does not exist in the target language the learner makes use of the negative transfer.

3. METHODOLOGY

3.1 Research Design

This study used survey as the research design. According to Rouse (2018) stated survey research is the collection of data attained by asking individuals questions either in person, on paper, by phone or online. It is used to gather the opinions, beliefs and feelings of selected groups of individuals, often chosen for demographic sampling.

3.2 Sample

The participants were teachers at SMK Al Wathan Ambon who filled the online questionnaire. There were 30 teachers at SMK Al Wathan Ambon consist of 10 males (33.33%) and 20 females (66.67%) involved as the participants in this study. They were come from different background and disciplines of study. The reason was because English is a global language to be mastered and it is becoming the need for all of the teachers not only for an English teacher but also teachers in general.

3.3 Instrument to collect the data
In addition, the researcher used an online questionnaire through Survey Monkey consists of 10 questions divided by 5 closed and 5 opened ended questions related with the focused of the study. The questions were administrated in Bahasa Indonesia because not all of the participants were English teachers. Besides, the researcher thought that it would be easier for the teachers to understand the meaning of the questions through Bahasa Indonesia. The result has been presented in the explanation below.

3.4 Technique to analyze the data

The researcher used mix method research approach which analyzed the data quantitatively and qualitatively. Quantitative through the percentage from the online questionnaire, while descriptive analysis from analyze the data qualitatively.

4. FINDINGS AND DISCUSSION

4.1 The Most Language Used in Communication

Firstly, the researcher asked the teachers what are they perspectives towards English. In this question, the researcher got various opinions from the teachers’ perspective about English. Especially, how the teachers see English or what is English mean for them? From the survey through online questionnaire result, most of the teachers thought that English is important to learn because it is part of the international language. Besides, to compete in this globalization era people need to know or even master English. For instance, from the general teachers thought that many articles and books available in English version. So they need to master English to understand those articles and books. It was based on their need to master English. Meanwhile, from the English teachers’ perspective, English could help him/her to follow the international event like students exchange when they were still in college. Also, according to him/her English is also as the lingua franca means the use of the English language as a common means of communication for speakers of different first languages.
In addition, some teachers saw English as a fun language and as the language, they used when they were chatting with their foreign friends through social media. Also, by knowing English, it could help them to get a good job especially in the tourism industry (a tour guide) that really needs someone that could speak in English well. On the other hand, the teacher also thought that English is a difficult language to learn. Most of them thought that how its write and it pronounces were different. That is making English difficult. Meanwhile, Bahasa Indonesia is easy because it is the same both written and pronunciation.

In line with the previous question, the researcher asked teachers opinion about the importance to learn English and used it in their daily conversation. Based on the result, the participants mostly agree if learning English is important and also use it in daily communication. The participants’ thought that it was not a new thing to realize that English had important role in many aspects especially for teachers. Specifically, if you had good ability in English, it was not difficult for you to apply job, to find the scholarships or to continue your study in advance. But one of the participant said that it could be depends on the situation and the environment. It means that, if she lived with the people used English frequently to communicate then she will use English to interact among others. While, if the environment did not really necessary to communicate using English, then she might be used code switching or just spoke with her mother tongue or first language.

Besides, the researcher also asked about the time teachers usually used English in their daily activities. Based on the data, most of the teachers used English when they were use social media like instagram or facebook to communicate with people abroad. Also, when they attended an international event they automatically tried to use English to communicate even though it was not fluent enough. But at least they know the basic things of English.
Besides, they were also used English when they were sang English songs and wrote caption in their social media. In addition, when they met foreigners automatically they used English to interact with them. Also, when they would like to find out book, articles, and journals related with their major or the study mostly available in English. In conclusion for this question, even though most of the teachers’ thought English was a difficult language to learn but they still push themselves to know the basic things in English so in particular situations they can use English to interact or to communicate because they realize that English is important for them.

In addition, based on the previous questions above, the most language used in communication can be seen in the diagram below:

![Figure 1. The most language used by the participants](image)

As seems on the chart above that most of the participants chose first option which was Ambon-Malay. Specifically, it was about 23 participants or 76.67 % from the total of participants. Meanwhile, 4 people were answer Bahasa Indonesia or about 13.33 %. On the other hand, even though no one answer English as the language that they used in their daily activities. It seems normal because most of them were not English teachers. They came from different background educations like physics, mathematics, history, marine and nurse discipline, etc. Surprisingly, the rest 3 people said that they used code switching between Ambon-Malay to English or Bahasa Indonesia to English to
communicate in daily conversation depends on the situation and person they are talking with.

4.2 The Concept on The Role of English in Daily Conversation and Workplace

As mentioned earlier that all of the teachers were agree if English is important for their life and it is needed to master English. On the other hand, the role of English in daily conversation and workplace for teachers relate with the use of code switching. According to Zentella (1981) as cited in Gulzar (2010) said that code switching is the ability of bilinguals to alternate between the languages in their linguistic repertoire. Simply, code switching is when a speaker alternates between two or more languages (or dialects or varieties of language) in one conversation. Meanwhile, the importance of code-switching in relation with EFL context has increased around the world as an area of special interest and investigation. This phenomenon can be observed in the following examples:

- *Gracias for the lovely gift. Está awesome!* (Spanish + English)
- *Are we eating chez ta mère demain?* (English + French)
- *Saweyti l-homework tabaa’ik?* (Arabic + English)
- *Kamu dimana? I’m on my way* (Bahasa Indonesia + English)
- *Eh, anyway beta punya cerita....* (English + Ambon Malay)
- *Morning, bagemana kabar?* (English + Ambon Malay)
- *Katong pi lunch dolo!* (Ambon Malay + English)

Based on the examples above, code switching occurs mostly in bilingual communities. Speakers of more than one language are known for their ability to code switch or mix their language during their communication. As Aranoff and Miller (2003:523) indicate, many linguists have stressed the point that switching between languages is a communicative option available to a bilingual member of a speech community, just as switching between styles or dialects is an option.
for the monolingual speaker. Therefore, the researcher wanted to investigate whether the teachers at SMK Al Wathan Ambon used code switching (English + Ambon Malay) in daily interaction or only focused on using one language or monolingual which can be seen in the diagram below:

**Figure 2. The used of code switching**

The researcher provided 3 options for the participants to choose in this question such as;

a. Always use code switching in communication

![Chart showing code switching options](chart.png)

b. Rarely use code switching in communication. Only when I need.

c. I only use one language dominant in communication instead of code switching

Based on the chart above, the high scores go to the first option which consists of 16 participants or 50 % choose “A” option. It means that most of the teachers used code-switching in daily conversation. Second, 43.33 % or 13 participants preferred “B” option which they admitted if they used code-switching in certain situations based on their need. In addition, the rest 2 participants (6.67%) were monolingual or used one language in their communication instead of using code-switching. Besides, even though the teachers said that Ambon-Malay as the dominant for language used but in fact they also used English together with Ambon-Malay in their conversation.
Although, it was not long sentence using English and only one/two words in English vocabulary but English was exist in their daily basis. For instance:

1. “Bapak/ibu guru sabantar jang lupa ada meeting” = Ladies and gentlemen, do not forget we will have a meeting.
2. “Film ini paleng recommended”, = This film is recommended
3. Su jalan balom? Katong su OTW (on the way) = Where are you? We are on the way.
4. Oh my God. Kanapa datang terlambat? = Oh my God. Why are you come late?
5. (Whatsapp group chat) Lol. Paleng lucu kapa :D = Laugh out loud. This is very funny. Etc

On the other hand, next question about the use of dialect or accent when teachers communicate in English. The researcher would like to know whether teachers tend to eliminate their local dialect or accent when they speak in English or not. The result can be seen in the following diagram:

![Figure 3. Using dialect or accent in daily activities](image)

The result showed that surprisingly when teachers at SMK Al-Wathan Ambon tried to communicate in English, they preferred to eliminate their accent. For about 17 teachers or 56.67 % as participants answered yes while the rest 13 teachers or 43.33 % answered no. Moreover, they had various reasons about it. For those who answer yes, the reasons were people who speak English used accent sounds weird and sometimes make people cannot understand what we are saying. It means that English sounds better with no dialect and accent. Sometimes, it can influence the word and its meaning in English.
On the other hand, some teachers thought that it was okay to use dialect or accent as long as people can get out message when talking. Besides, from accent or dialect people could identify someone’s identity. That is make language is unique. From language we could know someone’s background even they are not introduce themselves yet. Others point of view stated that the use of accent or dialect is not really necessary to become a problem. The point is we have a good grammar or structure so our message could be understood by the listeners. One of the participants’ stated that “I believe that mastering a foreign language does not mean having to eliminate our first language or identity. Like what Education and Culture Ministry Department of Indonesia stated that “Utamakan Bahasa Indonesia, lestarikan bahasa daerah dan kuasai bahasa asing or Prioritizing Bahasa Indonesia, Preserving local languages and mastering foreign languages”.

Last question which the researcher asked to the participants was about what advice would they like to convey on the influence of English on Ambon-Malay. The result showed that both English as a foreign language and Ambon-Malay as local language are important to learn. According to the participants, we could not the emphasis on one side only. For instance, we would like to speak in English as native-like and because of that, we forgot our local language. It was not a good thing to do. We also should preserve our local or regional languages. All things should be balanced. Besides, Ambon also has known as the city of music in the international level meaning that tourists from all over the world will come to Ambon and as a local people, we should able to communicate with them in order to promote our culture or even teach them our local language.

Besides, in the tourism aspect, Ambon also opens a big opportunity for tourist to visit and to stay for a holiday. Teachers’ also suggest that there was a
positive influence of English on local language (Ambon-Malay). According to them it should learn English but do not forget our own local language.

Furthermore, teachers’ suggest that we should change our mindset if sometimes when we heard someone speak English we thought that they did not love their culture language and on the other hand when we heard people speak Ambon-Malay dominant we thought that they were not fun and not followed the globalization era. In this case, we need to educate people that both languages are important in particular situations. For instance, when we followed international seminar in Ambon that most of the participants are native speakers, we should speak in English instead of Ambon-Malay so the people will understand our message or the vice versa.

4.3 DISCUSSION

4.3.1 Teachers’ Perception on The Role of English on Ambon-Malay At SMK Al Wathan Ambon

Based on the result above it can be concluded if there was positive influence of English on local language (Ambon-Malay) at SMK Al-Wathan Ambon. Firstly, learning English is important nowadays because it’s become the third largest language spoken by native speakers worldwide. Also, it is the most popular language when it comes to business, with many leading international organization using it as their official language (Eastbourne, 2017). In addition, he provide 10 reasons about the importance of learning English, such as:

1. English is the most popular language worldwide in terms of native and foreign speakers.
2. English has become the language of communication or at least the language of digital communication.
3. English is an official language for international and regional organizations. For instance NATO and the UN.
4. By learning English, automatically you will be able to communicate with a huge amount of people.
5. Big opportunities to work in other countries because more than 54 countries using English as an official language.
6. There are numerous schools across the globe offering English programs and courses.
7. English is based on a small and simple alphabet.
8. English is also the international language of the arts and science industries.
9. English speakers listen with only half their minds on the job, whereas the Chinese need both sides of the brain to fully understand the challenges of Mandarin.
10. Finally, if the above reasons weren’t enough to demonstrate the importance of English, then how about broadening your studying horizons? Many universities and schools worldwide are offering an increasing number of courses taught exclusively in English. In order to take advantage of a number of study opportunities and courses, English will be a necessity.

In line with the statement above, Rachelkelly (2018) agree if it is become the need for people to learn English. She described the reasons why someone need learn English as followed:

- **English opens new career opportunities**

  First and foremost, learning English can help you pursue and obtain more career opportunities. These days, the job market is global—many companies need employees who can communicate with partners and clients all over the world. Very often, that means finding employees who speak English. Then, if you learn English well enough to pass tests like the TOEFL (Test of English as a Foreign Language) you can study in English-language universities across the globe. The TOEFL, noted above, is one of the most common English proficiency tests. Others include the IELTS (International English Language Testing System) and the Cambridge exams.

- **English is the top language of the internet**
English is the most-used language online, with nearly 1 billion users typing and chatting in the language. If you can understand and read English, you’ll be able to access and enjoy many more resources online. You can read online news articles. You can leave comments on an English video. You can understand Tweets from English-speaking celebrities. You can participate in a discussion on a forum. The possibilities are endless.

- **Learning English makes you smarter**

  Research shows that learning a new language changes your brain structure (don’t worry, it’s in a good way). It impacts the parts of your brain that are responsible for memory, conscious thought and more. Put simply, learning a new language can make your brain stronger and more versatile, and improving the way you think.

  Research also shows that bilingualism can keep the brain strong and healthy into old age, and helps with memory, concentration and other skills. If you learn English, you could read a book in English, take a class in English or do all kinds of other things. This will open up the pathways to many other experiences, help you learn new things and make you feel smarter.

  Based on the explanation above it could be seen that English has positive influence on local language (Ambon-Malay) because first, most of the teachers agree if English is important language to learn since it is one of the most spoken language around the world. It means that if you know English you can communicate with the half of the people all over the world.

  Second, teachers use English frequently was when they used social media like instagram or facebook to connect with other people or just update their status. It cannot be denied that nowadays many people used
social media to connect with people. Besides, the teachers also used English very often when they attended international event like seminar or workshop that most of the participants were native speakers.

Third, in daily communication the participants tend to use code switching (bilingual). While some of them preferred to use their code switching only when they needed. The aim of local language was to transfer the knowledge or message for others to get better understanding.

In addition, when the researcher ask their opinion about the use of dialect or accent when they speak English, surprisingly most of them preferred not using dialect or accent when speak in English to avoid misunderstanding of the word or meaning and also it sounds weird if they speak English with the accent or dialect.

On the contrary, some people thoughts that it is okay to speak English with dialect because it shows our identity and characteristics. That is why learning language is unique. Also, as long as the message could be understood by the people we are talking with it is okay to use accent or dialect. In conclusion, the participants suggest that the use of English and local language should be balance. We should mastering foreign language but we should not forget our own language. As Education and Culture Ministry Department tagline stated that Utamakan Bahasa Indonesia, lestarikan bahasa daerah dan kuasai bahasa asing or Prioritizing Bahasa Indonesia, Preserving local languages and mastering foreign languages”.

4.3.2 Teachers’ Perception About The Influence of Local Language Toward Their English

When people learn some foreign language they do it gradually. They start with simple words and grammar constructions and proceed to more complex structures. The methods that are most frequently used to teach foreign languages
stress that certain factors in the process resemble the process of the first language acquisition. Therefore, errors are often perceived as natural indication that the process of the second language acquisition occurs. As in the first language acquisition certain errors are predictable and determined by the current level of proficiency. However, there is also a large number of errors that cannot be accounted for as negative transfer, because the forms used do not exist in learners’ mother tongue, but also do not exist in the target language. That supports the idea that learners create a sort of in-between system of their own while learning a foreign language called interlanguage (Soma, 2018). Here, the researcher will present the examples of how local language influence teachers in learning English:

Teachers tend to use base terms and to stretch them - thus a 'goose' might be referred to as a 'chicken', or a teaspoon may be a 'little spoon'. Other examples, students directly translate the Indonesian language to English or vice versa, such as jarimanis become sweet finger and little finger become jarikecil, instead of jarikelengking. This happens in speaking, mostly in writing skill, and translation. Teachers translate directly the source language to the target language or from the target to the source language. Besides, lexical items and expressions may be used in inappropriate social contexts. Since it is influence by the target language culture, teachers do not have the correct context in expressing something. E.g. when they want refuse one’s invitation. It is not polite to say ‘no’ directly, but use the acceptance first. such as : Can you help me to prepare the party? Yes I want to, but I have something to do. It still means refusal in polite way because in Ambon-Malay we are taught not to offend others. So we use polite expression if we want to reject something like the previous example.

Besides, the way local language can influence English is through dialect and accent. By dialect and accent, it is easy to know someone’s background and
identity. Some participants said that English is better without dialect and accent because it would be sounds weird if we speak English with local dialect and accent. Sometimes, it can influence the word and its meaning in English. Fortunately, for Ambonese when they speaking in English, their dialect and accent did not get influence on their pronunciation of English or caused a change the meaning of the word. It is just different in their intonation which tends to high intonation as the characteristic of Ambonese who have high voice. Differ with people lived in Java who very fluent in their local language. Therefore, it could affect their English pronunciation. Besides, the aim of communication is about how we can transfer the knowledge, idea, or message to someone. Others point of view stated that the use of accent or dialect is not really necessary to become a problem. The point is we have a good grammar or structure so our message could be understood by the listeners.

5. CONCLUSION & SUGGESTION

5.1 Conclusion

Based on the explanation and the result above, it could be said that English has positive impact for teachers’ at SMK Al-Wathan Ambon on their Ambon-Malay daily conversation. The reasons as followed: First, because most of the teachers agree if English is important language to learn since it is one of the most spoken language around the world and it is the language that mostly used in the internet especially when teachers interact with others through social media. Therefore, it can cause the use of code switching (Ambon-Malay + English) in daily communication. Besides, Ambon-Malay as the local language for Ambonese also could affect teachers’ intonation of English which tends to high voice as the characteristic of Ambonese but it does not change the meaning of the words since Ambonese has clear pronunciation. In conclusion, mastering English is needed because it is important to adapt in this global era but it must
also be balanced with the use of the local language (Ambon-Malay) which reflected characteristic and identity as Ambonese.

5.2 SUGGESTION

For those who want to continue this research in the future, this issue can dig dipper elaborated in different methodology. The researcher is also curious to find out more about the use of English in other places with different local languages. The researcher thought that it will give more opportunity to explore this issue to be more specific.

REFERENCES


The Implementation of Collaborative Writing in Improving Students Writing Skill at 11th Grade of Science Class at SMA Pertiwi Ambon

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Abstract
As one of productive skill in the foreign language context, writing skill can be figured as the most difficult skill for EFL learners. Therefore EFL teachers should implement meaningful teaching technique to help learners improve their writing skill. One of the techniques that recommended by the experts is collaborative writing. It is the teaching technique which is focused on work collaborative in writing process. This technique is adapted from the collaborative learning strategy in which this technique is useful to treat students to work collaboratively in writing process. The collaborative works can be done in pairs or in a group. Therefore, this study is aimed at describing the useful of implementing collaborative writing technique in improving the students’ writing skill.

The research consists of the subject from SMA Pertiwi Ambon comprised of 13 students in XI-Science class. The data was collected from classroom observation and field notes, test, questionnaire and interview. The research methodology that used in this research was classroom action research under mix method qualitative-quantitative design.

The findings of the study revealed that by implementing the collaborative writing technique, the students can improve their writing skill and it can be shown through the result of their writing paragraphs. Through the implementation of this technique, the students can share their ideas, organize their ideas, write the outline and develop their writing after they work both in pairs or in a group. They also did a peer feedback, revise and write their final product of their writing. Moreover, they have positive respond towards this technique and build a good interaction in working on their writing paragraphs. As the conclusion, this technique is useful to be implemented in classroom writing activities. To implement this technique optimally, teachers need to consider the characteristics of students background knowledge on writing in English, the given topic and the time for learners to practice their writing skill. The more the students have chance to work collaborative the better they produce their writing skill.

Keyword: Collaborative writing technique, writing skill, writing process

1. INTRODUCTION
1.1 Background of the study

Writing is the most difficult skill to be mastered in any language learning, yet it is one of the required skills for learners since it is a productive skill that is used to figure out what learners have understood and learned about a particular academic subject. As productive skill, writing does not only focus on producing a product in the form of text, but the most importantly is to developing effective writing through the process of writing. Writing is not merely considered as a product but a complex process that eventually results in that product. It is a specialized skill that requires the process of thinking, drafting and revising procedures (Brown, 2002, p.335). There are four stages of writing process proposed by Harmer (2002) known as the process wheel containing: Planning, Drafting, Editing, and Final Version. In planning, it is an activity that encourages learners to write. This is the first step that learners have to do before they write a text. The activity provides learning experiences for learners including brainstorming. Other stages, drafting and editing are the core of writing process that are related to the need of learners’ ability to extract ideas and sharing ideas with other learners to help them develop their texts. In writing, whether individual or in pairs or in small groups, learners automatically need other develop their written text. These cover various activities including the discussion, interaction, research and language study which should be facilitated appropriately in the classroom so that learners can create a good writing.

Nowadays, learners have problem in writing because they were not trained to go through the writing process. The processes of writing needed to help the writer direct their writing clearly. In the process of writing, the needs of others to collaboratively work for discussion and ideas sharing are important to develop the ideas, to generate ideas, and to put ideas into sentences to be a good paragraph. The problems that occur when create a text is the learners have
difficulties in the process of creating a good writing that contains the process of generating ideas, developing ideas and putting the ideas into a good writing. It derived a conclusion toward the problem is learners are not trained to write through process.

In the process of writing, learners are required to understand the stages of writing to help them producing a good and qualified writing text. In doing so, learners need to know their strengths and weaknesses (Hedge, 2005: 121). Related to this, the need of other learners as a partner is needed to discussion, to exchange perspective and to give feedback. Collaborative work in the process of writing will help learners to understand the process of writing deeply and aware of their quality of writing to produce a good writing. The researcher then contends to use Collaborative Writing technique to facilitate EFL learners develop writing skills. Collaborative writing is the process of two writers or more to produce a written text. This technique has its origin from collaborative learning which help learners in understand the whole process of writing through process of interaction, discussion and share knowledge. Based on the previous researcher, Storch (2005) reported that collaborative writing techniques encourages learners to involve and contribute in the process of making decision toward all aspect in writing: content, structure and language use. Collaborative writing technique helps learners to develop their writing ability including; generating ideas as the part of planning, improve their grammatical knowledge, increase new vocabulary and decision making in organizing ideas as the part of drafting and editing stages.

2. Review of Literature

2.1The Essence of Writing Skill in a Foreign Language Classroom

Writing is not a spontaneous skill or acquired easily. In fact, according to Nunan (1999:271) it is viewed as ‘probably the most difficult thing to do in language’. Writing skill can be defined as an ability to communicate ideas
into the written form. According to Brookes; Arthur; Grundy (1990) as cited from Homstad & Thomson (1994) in writing there is an integration between communicative practice and humanistic principles that involve some elements to support both integration which are: 1) having something meaningful to say, 2) reaching an audience, 3) working in small groups, 4) working collaboratively, 5) developing register awareness, and 6) talking naturally.

Nowadays, in learning English as a Foreign Language, writing is important to prove that besides oral skill learner need to express their though, knowledge ideas into written form. In academic world especially for EFL learner, writing is the most difficult subject because it has some important elements that should be acquired to be proficiency in this skill. Writing has process to create a good and qualified product. It means, writing is a skill that required human to go through a process. Writing process involve process to generating ideas and thoughts into words and sentences.

In writing especially for EFL class, learners have to know and understand the elements of writing. The researcher agreed that the EFL learner should be trained and taught to know the elements of writing in order to make their text understandably and qualified. Moreover, learners should acquire writing skill by improving their knowledge about the elements. The other aspects that prove in which a learner has improved their writing skill is focusing on the usage, structure and correct form of learners’ writing (Zamel, 1982).

2.2 The Essence of Writing Process

Writing process is classified as a process approach in learning. Process approach is the process of discovery learning. Writing process is a process approach to writing that entails some components because writing process is a process which requiring discovering meaning (Temesgen, Olana & Etana,
Process means a long steps or stages exist in a period of time. Meanwhile, through the process a writer must know how to write, organize thoughts and message in an appropriate way. Writing process helps learners to focus on the process of creating text through the various stages. As a process, writing activity has some of stages consists of generating ideas, drafting, revising and editing. According to Harmer (2002) there are four stages of writing process as follow:

1. Planning
   Planning which is also sometimes called as pre-writing. This is the stage where learners have a bit time to collecting ideas and information towards the topic through brainstorming, clustering or making WH-questions (Temesgen, Olana* & Etana, 2015). Learners can use graphic organizers, drawing, pictures, or lists to help them during this stage. This prewriting stage helps learners to focusing their thoughts. It is a good time for learners to narrow or expand what they will be writing about. This beginning stage is a great time for learners to organize their thoughts onto paper.

2. Drafting
   The drafting stage is the second step in the writing process. During this stage, learners use the information from the prewriting stage and extract it into a rough draft. The goal is learners could take the jumbled thoughts that they had brainstormed and put it into sentences. Drafting is the stage where writer puts the ideas and all information to be expressed on written form.

3. Editing
   The other meaning by editing is revising the written text that has been written. In editing or revising, the writer considers the feedbacks by others in which either teacher or others learner. The aim of this step is to
improve the quality of the text. This stage focuses on improving learner writing. Learners rethink, rework, and refine their writing. Learners apply their knowledge of language skills and sentence structure in order to become better writers. It requires careful attention toward every word in the text (Temesgen, Olana* & Etana, 2015). This step takes a lot of time and usually requires a peer, other learners, or teacher to help.

4. Final Version

The last stage is final draft. In this stage, the process of rewrite and approved writing is needed before the publishing. This step requires the writer to put the piece of writing into the final version. In addition, the publishing is the last stage which include in final stage. Final version is a stage when the writer done with editing, revising and rewrite, and come to the final stage of the writing process to share the final product (Temesgen, Olana* & Etana, 2015).

Moreover, in creating good pieces of writing, the writer or learners have to concern with the whole process of writing. In creating and producing a good writing text, it must goes through a good writing process. In the writing process the interaction is always needed. It can be conclude that creating good pieces of writing need to apply whole stages of writing process which is also include collaboration through interaction between teachers and learner or among the learners.

2.3 Problems in Teaching and Learning in Writing Activity

Nowadays, writing also known as the key to get success for learners in any level of education. For learners, have a good writing skill bring many benefits. Writing surely is very important to every learner in academic level so it should be taught meaningful and significant. Although writing is an essential and important skill, sometimes learners are not interested in it. In fact, learners often have many basic obstacles in written works about spelling, grammar,
punctuation and organization. According to Msanjila (2005) there are six common problems in writing which is faced by learners in creating their writing. Those problems are capitalization, punctuation, inexplicitness, poor organization or illogical sequence, spelling and the most common problem is grammatical errors. The impact will be serious if the problem in the process of teaching and learning cannot be solved. By having a qualified language instructor, adequate teaching materials and various effective teaching technique will slowly reduce these writing problems.

2.4 Concept of collaborative writing technique in writing activity

The concept of group work or pair work in foreign language classroom is in line with the theoretical framework of Vygotsky’s (1978) view about constructivism theory. Constructivism theory explained the social activity that should be involved in language learning to achieve the central goal of language learning, the cognitive development occur in social interaction with other member of society. Based on the basic concept of language learning collaborative writing is one of the techniques that in line with the concept.

In collaborative writing learners involve in the process of making important decision to generate and develop ideas and structuring the content about their text. Collaborative writing also enables learners to deal with different views and arguments, which could create their way of thinking and develop their thinking toward academic writing. This technique also gives chance for learners to understand the writing process through interaction among members in group.

2.5 The procedure of collaborative writing in writing activity

Collaborative writing (Storch, 2011) is an activity that involve coauthoring of a text by two or more writers. This technique enabled learners to interact with each other over different aspects of writing and they also have opportunities to learn and explore the language they are using through
discussion about what ideas that they use to develop their content of writing together. In conducting collaborative writing in writing activity the researcher believes that learners’ problem will be solved. The procedure of collaborative writing helps learners to follow and understanding the writing process. Collaborative writing technique begins with: first, learners will be divided into group. Next step, the teacher will give big topic for the groups. The learners in group need to create their title based on the topic that given by the teacher. Third, learners in group will work collaboratively in creating a good writing by following the whole stages in writing process. Collaborative writing technique requires learners to create a product in the form of written text through the collaboration process. In the process of producing a written text, learners will work together and definitely build interaction which will help learners to generate their own ideas by sharing ideas with all members in group.

2.6 Research Problem

Their problem is that they are not trained the whole process of writing in which they can collaboratively work to generate ideas, develop the idea and put the ideas into good paragraphs to produce a good written text. The other problems are lack of vocabulary, sentence structures also become contributing factors why their writing achievement is low. Conversely, these linguistic problems can be diminished if the learners are facilitated to write through process. To solve the problems above, the researcher offers collaborative writing. The researcher believes that this technique can improve learners writing skill. Specifically, this study is addressed to explaining the use of collaborative writing to improve learners’ writing skill and also explaining learners’ interactions in the groups during the implementation of collaborative writing technique in the process of writing.

3. RESEARCH METHODOLOGY
This research has been conducted in an EFL writing activity. This research used classroom action research design under mixed method (qualitative-quantitative) methodology. Furthermore, the researcher used mix approach qualitative and quantitative to get the data. For research design, the researcher had qualitative-quantitative research method in which classroom action research becomes a research design to apply Collaborative Writing technique. The participant of this research was 15 learners of the second grade learners of XI-IPA of SMA Pertiwi Ambon. The technique of data collection used by the researcher is mix approach of qualitative and quantitative. There are 4 instruments used to help the researcher to collect the data which are observation, test, and questionnaire and group interview. Observation and group interview were used to get the qualitative data whereas test (pre and post-test) and questionnaire were used to collect quantitative data.

Based on the steps offered by Costello (2011), the researcher collaborated with the teacher and tried to determine the steps of the classroom action research are;

![Diagram](image)

Figure 1.1 A basic action research model.

The data gained in this study is analyzed both qualitatively and quantitatively. The indicator of success is needed to decide whether to continue to the second cycle or the research will be stopped in the first cycle. If the indicator of success is achieved means that there is no second cycle, but if the indicator of success has not been achieved then the researcher will plan to continue to the second cycle. The indicator of success is when there are 70% of
15 participants will get 72-100 score based on assessment rubric about paragraph writing scale.

4. FINDINGS & DISCUSSION

a. Result of Field Notes

During the process of writing, teacher found that learners developed their writing with more ideas compared to their writing in the pre-test. In the process, the teacher routinely controlled and motivated the learners’ work also corrected students’ error. Some learners showed their enthusiastic to practice their skill. The use of collaborative writing in the classroom makes the learners felt that learn with their friend in group is enjoyable which means that the learners felt more enthusiastic to learn with their friends.

b. Result of Questionnaire

The main point of the questionnaire are; learners’ view on the implementation of collaborative writing in writing activity, learners perception about gaining knowledge through discussion and interaction with friends in group, and the influence of writing collaboratively toward learners improvement in their writing skill. The summary of the result can be shown into the following table.

![Graph showing questionnaire results]

The result of the questionnaire presents the data such as; it can be seen that 54% of learners liked to write collaboratively in small group and 61% of the learners hoped to use collaborative writing in writing activity. It was
because learners felt comfortable when writing with friends in group. There are 54% learners agreed that they could learn from their friends in group which can help them enriched their writing skill. Learners gave contribution through their ideas during the process of collaborative writing and sometimes they got feedback toward grammar error from their friends. Besides, through collaborative writing activity, 54% of learners agreed that their member in group helped them to understand the systematic structure of writing composition. There are 62% learners deal with the interaction among member in collaborative writing which could improve their writing skill. The important thing in writing is when the writer can develop and generates ideas to create a good writing content. In line with that, 62% of learners agreed that through collaborative writing they got help take role in generate and develop ideas. From the explanation above, the researcher concludes that collaborative writing technique is very helpful in improving learners writing skill through interaction and participation in small group discussion.

c. The Result of Test

The result of test is one of the ways to confirm the researcher that collaborative writing technique that implemented in writing activity help learners in improving their writing skill. During the process of collaborative writing the researcher expected that the process of discussion and interaction help learners to learn from their friend and gain knowledge through group interaction among members. The expectation of the researcher seemed happen reviewed from the result of pre-test and post-test that can be shown into the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Content</th>
<th>Organization</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Mechanics</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-TEST</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
## POST TEST

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Content</th>
<th>Organization</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Mechanics</th>
<th>Total</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learner 1</td>
<td>17</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>3</td>
<td>44</td>
<td>The content still need to be elaborate. The information still needs more explanation. But it is better than the pre-test. The organization is very poor because the idea is not well communicated in the paragraph. The grammar is errors so the text can’t be understand. Overall this learner try hard but still need more practice.</td>
</tr>
<tr>
<td>2</td>
<td>Learner 2</td>
<td>22</td>
<td>16</td>
<td>18</td>
<td>16</td>
<td>4</td>
<td>76</td>
<td>This learner starts with the complete step to develop writing. The content is developed enough. She put some information/ description of cat. The content relevant with the topic, the brainstorming and the outline. The organization, grammar, vocabulary and mechanics are overall good.</td>
</tr>
<tr>
<td></td>
<td>Learner 3</td>
<td>28</td>
<td>19</td>
<td>21</td>
<td>18</td>
<td>4</td>
<td>90</td>
<td>The content of this text is very good. It is well organized. The grammar is well structure and she use appropriate vocabulary. Very good.</td>
</tr>
<tr>
<td>---</td>
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<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>Learner 4</td>
<td>17</td>
<td>17</td>
<td>19</td>
<td>17</td>
<td>4</td>
<td>74</td>
<td>This learner needs improvement in the content. He needs to add more on the content. But the important knowledge of the subject “cat” has been informed. The other point overall good.</td>
</tr>
<tr>
<td></td>
<td>Learner 5</td>
<td>23</td>
<td>16</td>
<td>20</td>
<td>16</td>
<td>4</td>
<td>79</td>
<td>This learners use well structure of grammar, appropriate vocabulary that related with the topic. The content is clear enough to be understand. The organization and mechanics also good.</td>
</tr>
<tr>
<td></td>
<td>Learner 6</td>
<td>23</td>
<td>18</td>
<td>17</td>
<td>16</td>
<td>4</td>
<td>77</td>
<td>The content of this text from this learner is good. Almost very good. The content is developed enough. She tell and well describe about the subject. The use of grammar and vocabulary is coherence. Overall good.</td>
</tr>
<tr>
<td></td>
<td>Learner 7</td>
<td>23</td>
<td>17</td>
<td>14</td>
<td>14</td>
<td>4</td>
<td>72</td>
<td>The learner has good content and many vocabularies. But the vocabulary sometimes is not appropriate and sometimes making errors in write this text. She needs improvement in grammar.</td>
</tr>
<tr>
<td></td>
<td>Learner 8</td>
<td>27</td>
<td>17</td>
<td>21</td>
<td>18</td>
<td>5</td>
<td>88</td>
<td>From the very first time I read the text, I can conclude that this learner is good. She develop her writing by follow the all step with great. The brainstorming, outline</td>
</tr>
</tbody>
</table>
From the result of the test, the researcher can conclude that this technique is success in help learners improve their writing skill. There is a significance improvement from the learners based on their post-test compared with their pre-test.

The data that has been collected by the researcher brought the researcher to discuss the findings of this research. The researcher found that even though

<table>
<thead>
<tr>
<th></th>
<th>Learner 9</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>and draft are related. The content is developed very good. Grammar and organization also good.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Learner 9</td>
<td>17</td>
<td>13</td>
<td>13</td>
<td>10</td>
<td>3</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This learner needs improvement in the content, grammar and organization of his text.</td>
</tr>
<tr>
<td>10</td>
<td>Learner 10</td>
<td>24</td>
<td>16</td>
<td>19</td>
<td>14</td>
<td>4</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The content is good. Mostly relevant to the subject but it is better to elaborate more. The overall grammar, organization and vocabulary also the mechanics are good.</td>
</tr>
<tr>
<td>11</td>
<td>Learner 11</td>
<td>24</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>4</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The grammar sometimes error. But the content is good. The rich knowledge of the subject. The organization and mechanics are good.</td>
</tr>
<tr>
<td>12</td>
<td>Learner 12</td>
<td>22</td>
<td>14</td>
<td>18</td>
<td>15</td>
<td>4</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Good at all, but improvement is always needed to be better. Just for the organization of the draft. But I is already classified as a good.</td>
</tr>
<tr>
<td>13</td>
<td>Learner 13</td>
<td>24</td>
<td>15</td>
<td>18</td>
<td>15</td>
<td>4</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The full content and good grammar makes this learner deserve good score. The content is developed based on the outline and brainstorming. The grammar and vocabulary is coherence. The organization also good.</td>
</tr>
</tbody>
</table>
sometimes work collaboratively brought difficulties for the team with different style and more ideas, but the implementation of collaborative writing what has been done by the researcher was a useful, important and beneficial technique in writing class that helped learners to write effectively. First, the result of the research showed that learners have better improvement after the implementation of collaborative writing technique. Improvement that showed by the learners caused by some factors such as; learner feel more comfortable to work collaboratively, learners have the best way to organizing ideas by working in group, learners are motivated to explore their thought in work collaboratively and learners could learn from others learners in the group. This result is in line with Phipps, Kask and Higgins (2001), who found that learners thought that collaborative learning was a useful and effective strategy that positively motivated them to learn effectively.

Second, collaborative writing technique is tools that can help learners improve their writing skill. By using this technique the problem that found by the researcher in the preliminary study can be faced. The problem which learners face such as rarely be trained to apply and less of understanding about the process of writing could be reduce. In the implementation of collaborative writing, learners are encouraged to learn by groups. In the groups, learners are required to work collaboratively. During the process of work collaboratively, researcher found that learners often construct their knowledge by sharing their thought toward the topic which discussed in the group. The crucial thing that found during the use of collaborative writing is, learners have better improvement in their writing compared from the pre-test and post-test. The content, fluency, organization of their ideas in produce a written text have better improvement. Besides, learners’ grammatical error also decreased. In their pre-test, learners made a lot of error in their grammar. After, the implementation of collaborative writing learners’ grammatical error is decreased. It is because
through work collaborative in group they have learned little by little about sentence structure and grammar. The purpose of merging learners with different potential of knowledge is to help them learn from the other. The result of the research has shown that collaborative writing success to help learners in improve their skill.

Afterwards, the use of collaborative writing technique train learners how to work collaboratively in groups to go through the whole process of writing. The implementation of collaborative writing technique in writing activities explain that collaborative writing successfully train learners to encouraging each other, sharing responsibility with each other, and communicating to solving problem with each other.

In the implementation of collaborative writing all the learners were trained to practice all the stages and activities include in process of writing namely; pre-writing which contain brainstorming, drafting, revising and editing. According to Kroll (2003), the activities and stages of the writing process (pre-writing, drafting, revising and editing) are important. This result was in line with Bagetune & Wasson (2006), who showed that learners’ writing quality had improved and their perceptions had changed for the better after practicing the stages and activities of writing collaboratively.

According to Cooper (1986) expresses that writing is not only a cognitive activity but a social activity which requires L2 learners to interact and discuss ideas in pairs or small groups. In collaborative writing learners learn through interaction. First, learners need interact with others to share the knowledge and communicating their thought to deliver meaning of their writing. By collaborating with each other in creating and communicating meaning, learners are able to engage in the composition process with more clarity and understanding. In collaborative dialogue during the process of writing, which emerges when learners engage in problem-solving together, they deliberate
about the best way to articulate their meaning. In the process of writing which implementing collaborative writing, communicating through interaction is the crucial part.

Second, besides interact to deliver meaning of their writing, learners need interact to discuss about the content of the writing. The learners have to discuss from the first step in make certain about the title of their writing. Continued to the other next stages in writing process, interactions are always emerging. In generating ideas to put in the written text and develop the content, the role of interaction is needed.

Furthermore, learners confirmed their understanding to others and often the different perspective; it was become the thing that requires learners spent much time to interact with their other learners. Problem solving in writing process exist through interaction. To expressing thought to others and gives comment towards other thought also classified as the collaborative dialogue or interaction during the process of writing collaboratively.

Moreover, writing is a set of process through which ideas are created and expressed. Means, interaction are needed to help learners created and expressed their ideas. Through collaborative writing it is easier for the learners to interact because during the process of writing which contain some stages, learners work collaboratively in small group. This provides language learners with opportunities to interact in collaborative situations, in which two or more learners do activities together. From the result of the research, the researcher found that learners participate actively in a collaborative learning context and construct their linguistic knowledge through interacting with other learners.

5. CONCLUSION & SUGGESTION

5.1 Conclusion
Collaborative writing technique was found useful and effective in teaching and learning writing skills. The results showed that Collaborative Writing was beneficial for the whole process of writing. Furthermore, the implementation of collaborative writing technique brings improvement for the learner. It was established that learner could offering their viewpoints about the topics discussed and learners’ voices were heard in a different way which is through the written form. Besides, learners also learn through interaction, discussion, comparison and construction of knowledge during the process of work collaboratively. The attitudes and perceptions of learners had also developed after their involvement in Collaborative Writing. The result of the research concludes that Collaborative Writing technique is a solution to help learners problem faced in writing class. This technique gives opportunities for learners to improve their skill through the process that they go through in writing activity. It is also encourage learners to sharpen their thought by extract ideas and share knowledge through collaborative work.

5.2 Suggestion

Based on the result of the research, the writer suggests to implementing collaborative writing technique into writing activity to help learners produce a good writing. By implementing this technique the learners will have deep understanding towards the process of writing which require interaction to communicate the ideas. Work collaborative in group also helps learners to express their thought without doubt.

However, it is also suggested that the teacher should give more opportunities for learners to work on task which use collaborative writing technique. More practice help learners to have better improvement in writing classroom activities.

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The Impact Of WhatsApp In EFL Class on Students Learning Performance of Second Grade students of SMA Xaverius Ambon

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Abstract
Technology in the 21st century has useful in human social life. Almost people over the world use the technology to complete their needs. Use the WhatsApp application on mobile phone of social media connected with network of the students in SMA Xaverius Ambon is more useful. This research focus on the real condition related to Impact of WhatsApp In EFL Class on Students Learning Performance of second grade students of SMA Negeri Xaverius Ambon. The researcher use survey design to find the result of the students in EFL Classroom perspective in using the WhatsApp on students learning performance, 50 students prespective answers from class A and class B of second grade of second grade of SMA Negeri Xaverius Ambon were interviewed and 50 questionnaires were taken to students from the classroom. This research maintained that negative purpose it has more impact on the students learning performance. This research revealed that, WhatsApp can use to communicate easier and faster thereby provide certain and effective issue of information and sharing the knowledge among students, rather it acquire in the negatively on the performance of SMA Xaverius Ambon students. The findings of this research can be beneficial to SMA Xaverius EFL students and classroom teachers to acquire WhatsApp in the teaching and learning process.

Keywords: WhatsApp, EFL Classroom, Students Learning Performance.

1. Introduction.
The world is ever changing due to the advancement in the realm of science and technology. These days it seems hard to escape the presence of technology. Most people will praise the many technological gadgets that they use in their everyday lives. Many of us depend on it to get us through the day, to do our job, to get around, and to find certain things. Technology is evolving at a very fast rate, and what most people did not even think could be real a few years ago, is now becoming a reality. Whatsapp is one of the changes in technology that is commonly used on specific mobile phones and computers. Since the
Smartphones became popular, many messaging services were launched but Whatsapp has become very popular among them. The service is free for one year and after that a very small amount is charged yearly. Besides all, this Application is highly addictive and can create a great impact on regular users, and apart from that it can leave a trace that becomes difficult to control and cure.

Some of the most prominent technological innovations are smart phones, laptops and using the internet. They have greatly affected many aspects of our lives. Today the Internet continues to grow day by day at an incredible speed. About 32.7% of the world’s population has access to the internet Howe,( 2012). The research examines the effect of the Whatsapp messenger and the invading technology represented in the use of personal computers and Smartphone on the behavior of students and their academic performance in SMA Xaverius Ambon. The subjects of interest about the students are their friendships and social lives, family relations, general health and personal achievements on campus. Whatsapp Messenger has been around for a while but recent updates have improved the functionality of the application since its release date. The main purpose behind this application is to replace SMS with a crossplatform mobile messenger that works on an internet data plan. If you have unlimited text, it is still beneficial as it is a convenient way to skip international fees that carriers may charge. It is currently available for iPhone, Android, Windows Phone, Nokia Symbian60 and S40 and Blackberry. It is popular because there is no cost to message friends and family other than the internet data plan that users already have on their phones.

It is easy to get started. Simply enter the telephone number of the device into the app. It then sorts through the contacts (with your permission) on the phone to figure out who else also has the app already installed. Users can then invite more contacts or go ahead and start sending messages to the ones that the
app discovered. The Whatsapp messenger was purposely created by Brian Acton and Jan Koum (2009) to make communication and the distribution of multimedia messaging more easily and faster.

In as much as the application brings us so many benefits, it has also got it flaws that are currently causing more harm than good among the students today. In cognizance of the rate at which our youth at tertiary institutions are hooking up to social media, there is the need to educate them on its advantages and disadvantages in their academic performance accordingly. Social media according to Andreas Kaplan refers to the means of interactions among people in which they create, share and/or exchange information and ideas in virtual communities and net work. It creates the opportunity to network with other members who share similar or common interest, dreams and goals. With the social media network like Whatsapp, an individual can initiate and build strong business partnership in any part of the world without meeting that individual in person. With whatsapp messenger, communication through mobile phones has become easier, faster and cheaper. It is less expensive as compared to the normal phone messaging. An individual can chat with friends and family overseas through whatsapp without having to incur global SMS charges.

The provision and access to learning material anywhere, anytime, and in various formats has potential to enhance deep student learning capabilities. In higher education, whatsapp is used for the enhancement of discussions and sharing information among students and their lecturers. Yalcinalp and Gulbahar,( 2010) articulate the value of these applications as follows: encourage learners to learn by anticipating needs, make collaborative learning efficient and effective, build a relationship that stimulates learner-to-learner for consistent and progressive learning. Despite the aforementioned academic incentives offered by these technologies, limited research has been conducted to determine
the comparative advantages and disadvantages of the use of the application and students performance at SMA Xaverius Ambon.

1.2. Aim of the research.

The preliminary study examines the use of Whatsapp among students at SMA Xaverius Ambon. The researcher attempted to understand the perceived high-level of usage of social Whatsapp among the students by looking at the intensity of it usage and how it affects their learning performance.

- Evaluate the degree of the negative impact of the use of Whatsapp on students performance in SMA Xaverius Ambon.
- Also to determine the relationship between the use of the application and students learning performance.
- And finally, some recommendations for overcoming these problems will be discussed.

1.3. Research Questions

The researcher formulated the questions of the research as follows:

1. How does whatsapp messenger affect academic performance among students at SMA Xaverius Ambon?
2. What are the common activities that students undertake when using WhatsApp messenger?
3. Whether the technology affect their social behaviour and interactions at school?
4. How frequent the students use the Whatsapp Messenger on their phones?

1.4. Benefits of the research

The researcher maintained the benefits of this research as follows:

1. To find out the use or not WhatsApp on the mobile phone for the students learning process.
2. Can dedicate the use of WhatsApp for the students and the classroom teacher in teaching and learning process.
3. The classroom teacher can consider about the use of WhatsApp as the new media in teaching learning process.

4. Acknowledge the researcher and the next researcher as references.

2. Literature Review

2.1. Introduction

Literature review for this paper was covered on Social Media and students performance. Social media has become a growing phenomenon with many and varied definitions in public and academic use. Any activities where humans share stories and influence others can be considered social networking Nicholson, (2011). Social networking or media is a great forum for discussing mutual topics of interest, and perhaps even meeting or renewing acquaintances with other humans virtually. According to Greenwald (2009) and Deloitte (2009), 55% of employees visit a social media site at least once a week.

2.2. Definition of Social Media

Social media can be defined as forms of electronic communication through which users interact among people in which they create, freely share, exchange and discuss information, ideas, personal messages, and other content about each other and their lives using a multimedia mix of personal words, pictures, videos and audio, utilizing online platforms while they are connected to the Internet Cox &Rethman, (2011). Since their appearance, social media have changed different aspects of people’s lives. Social media that were emerged by the rise of Web 2.0 technologies are characterized by several significant features such as usergenerated content, online identity creation and relational networking Margo, (2012). According to Smith (2010), “Social media sites are virtual platforms for interactivity and information exchange ... where issues are debated and defined ... Social media users collaborate in content creation ..., are proactive in searching information and value control in social media participation (p. 330)".

Social media are also defined as “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user generated content” Kaplan & Heanlein, (2010, p.61). To consider some context of the ubiquitous nature of social media, Nielsen (2010) argues that social media accounts for nearly one-quarter of all internet activity, and LinkedIn has over 80 million professionals in over 200 countries. Other platforms such as Facebook, Twitter, MySpace and YouTube are available for everyone; it was traditionally created to connect with individuals from all over the world to include employees, friends and families. However, as the number of users increase to millions, organizations are also trying to connect with employees more so than ever. Social Media has changed the way people around the globe communicate with one another. However social networking has existed right from the onset of humanity. The concept of social networking has evolved, much like other innovations, and is becoming increasingly sophisticated with advancements in technology Edosomwan, Prakasan, Kouame, Watson, & Seymour, (2011).

Currently, there are hundreds of SNSs that can draw millions of people, with diverse technological affordances. Social network sites are web based services that enable individuals to construct a semi-profile within a bounded system, articulate a list of other users with whom they share connection with, views and go through their list of connections and those made by others within the system, although the nature and nomenclature of these connections has variation Boyd and Ellison, (2007). The ability of making it possible to meet new friends is not the major characteristics of social networking sites, but solely because the social network can be made evident due to the possibility it had been made eloquent. The outcome of these relationships of individuals that would ideally not have met each other
is made possible. Although it’s not the real aim, and most times new connections are usually between latent ties Hay, (2006), they already knew each other physically. On larger perspectives, on social network sites, members are not online with the intention of discovering new acquaintances but to interact with old friends which already exist on their list. To put in more words, the social networking as an important coordinating property of these sites is titled—Social Network Sites William et al, (2009).

2.3. Students and use of Social Networking Sites

Social Networking Site is a communication tool for members. This kind of platform was designed as a way for friends, family, or strangers to have discussions and interaction or be in contact with each other. It allows members to explore new opportunities and experiences. Social Networking Sites allow students to express themselves, communicate, and collect profiles that highlight their talents and experience. Students are increasingly utilizing these social networks for friends” news feeds, personal updates, events and activities, notes, and messages. According to an extensive study by the Office of Communications (Ofcom) of the United Kingdom, almost half (49%) of children aged 8-17 who used the Internet had set up their own profiles on a social networking site Ofcom, (2008a); Dowdall, (2009). Positive perceptions obtained from users of social networking sites i.e. effective learning which has resulted in an easy learning climate among students Mazer, et al., (2010). In another study conducted by Keenan and Shirii, (2009) they explored how social networking sites encourage friendliness through the use of Facebook, Twitter and LinkedIn. The study concluded that numerous approaches can be used to encourage amiability among students which leads to a positive effect from SNSs user’s point of view. In a study conducted by Mazer et al.,(2007) concluded that Facebook networking site is used by students more frequently and also faculty
members. Recent data obtained from Facebook through their spokesperson, showed that approximately 297,000 users are university faculty members, although there are pros and cons in each case.

2.4. Academic Performance

Tuckman (1975) defined performance as the apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposed that grades clearly depict the performance of a student. Hence, their academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance. He proposed that internet is advantageous to both students and teachers if used as a tool of knowledge creation and dissemination. In addition, academic performance defined by Kobal and Musek, (2001) refers to the numerical scores of a student’s knowledge, representing the degree of a student’s adaptation to school work and the educational system. Social media, Internet-based tools that promote collaboration and information sharing Junco, Helbergert, &Loken, (2011), can be used in academic settings to promote student engagement and facilitate better student learning Kabilan, Ahmad, &Abidin, (2010). Because student engagement represents the time and effort that students invest in collaborative and educational activities Kuh, (2001), it is often linked with the achievement of positive student learning outcomes, such as critical thinking and individual student development Carini, Kuh, & Klein, (2006); Kuh, (1993).

In the study conducted by Englander et al., (2010), he observed that students spend more time using SNSs for other purposes apart from educational use, thus affecting their academic performance. In another study Nalwa and Anand, (2003), shows that students like to use internet for their own responsibilities and this affects their academic performance. This study is further elaborated by Karpinski, (2009) where they stated that SNSs users
had lower grade rankings than students who never engage in social interactions. However there are general benefits associated with users of SNSs. Roblyer et al., (2010) explained that SNSs are sources of communication among students and lecturers in their respective faculties. Furthermore, Kolek and Saunders, (2008) resolved that users of SNSs who are students have no effect whatsoever with their academic performance. Despite the fact that a relatively large number of SNS including Facebook was initially created for learning purposes, there is some evidence that most SNS users show almost no attitudes towards finding academic information de Villiers, (2010, p. 175).

Thus, it is possible that students are spending their time on visiting SNS instead of doing their course requirements. For example, a survey conducted by de Villiers (ibid) has shown that only an insignificant number of students (9 out of 200) who are studying at the University of SouthAfrica claimed that they were using Facebook for academic purposes. Even though more than a half of the respondents had a Facebook account (105 students), only 5% of them were involved in the learning process with the help of SNSAs Kuppuswamy and Shankar (2010) explained that the social networks grabs the total attention and concentration of the students and diverts it towards non educational, unethical and inappropriate actions such as useless chatting, time killing by random searching and not doing their jobs.

Though there are negative perceptions about the possible effects of SNS on students’ academic performance, some studies showed that students found it quite appropriate for a teacher to use Facebook, and for teachers and students to socialize by this means Baran, (2010). Students also believed that such tools could allow them to share knowledge in formal education contexts. Churchill’s study (2009) showed that the use of weblogs or “blogs” (social publishing) in education facilitated a useful learning
atmosphere. While we agree with most of the writers on both negative and positive impact of social media and academic performance, our aim was to broaden the scope of thinking of decision makers to reflect on the realities and to create and maintain a system that can change students’ attitude that will promote quality image and improve upon performance in our tertiary institutions. It analyses a form of behaviour in the institutions, such that the understanding of which could contribute to the implementation of values and mission for practitioners to adopt in the interaction of students.

After a critical review of various literatures on social media, the researchers could identify that there are gaps in knowledge as far as the negative effect of the use of “Whatsapp” and students performance especially, in tertiary institutions in Ghana is concerned, and that merits a closer investigation. This research also demonstrates the improvement in this area in some way, filling in gaps and adding to knowledge in and understanding of this particular field.

3.1. Research Methods

The researchers made use of both primary and secondary data, which were gathered from the survey conducted by the researcher. Saunders et al. (2007) opined that the method for collecting research data is linked to research approaches adopted. A survey “involves acquiring information about one or more groups of people-perhaps about their characteristics, opinions, attitudes or previous experience by asking them questions and tabulating their answers” Leedy & Omrod (2005 p.183). It is a method that has been used frequently to source information from individuals or group of individuals. The survey questionnaires were self-administered. The self-administered questionnaire method was employed because of its cost effective nature relative to interviews. Large number of participants can be
involved and a lot of data collected in a relatively shorter time and at less cost.

3.2. Primary Research

The primary research is tailored to suit the needs of the research. This research involves the collection of raw data, which forms the main basis for achieving the research objectives. Babbie (1990, p. 133) describes validity as “the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration”. He also defines reliability as “a matter of whether a particular technique, applied repeatedly to the same object, would yield the same result each time.” Consequently, the good sampling technique used in this research makes it very credible Kvale, (1995). However, prior to using the questionnaire for data collection, it was pilot tested.

3.3. Sample of the research.

The population under-study which conducted the student SMA Xaverius Ambon making it possible to interview and administer questionnaire to the population. As a result, a part of the population referred to as sample was taken for the study. Fifty (50) at second grade as the representatives from all the students in SMA Xaverius Ambon include the students from class A and class B data was analyzed through the use of frequency tables.

3.4. Instrument

To conduct this research the researcher used questionnaire and interview. The two kinds of the instrument available to collect the data. The researcher observed that the use of multiple data collection methods, such as observation, interviews, document analysis and questionnaires are very important Patton & Appelbaum, (2003). The importance of multiple sources of data very vital to the reliability of this research Stake, (1995), two primary sources of evidence were used: questionnaires, and interviews. Primary data
collection methods that were adopted includes: questionnaire administration, interviewing, observation and focus group. Although participants in this method are more likely to abandon the research in the course of responding, its privacy and anonymity promotes genuine answers. The less pressure on participants was also considered as a better way of convincing respondents to participate fully. This method, interviewer biases are non-existent Gratton & Jones, (2004). However, problems can arise if questions are unclear, as the respondent cannot check what the researcher intended. A well-designed questionnaire was therefore important, especially ensuring that it was worded in simple English and an unambiguous manner to avoid this problem. It must be noted that in survey research the validity and reliability of the method must be paramount.

3.4. Summary
This Chapter analyzed the methods adopted in gathering data necessary to achieve the research objective. It’s obvious that using a secondary (desk) research as a preliminary step in gaining insight into what the research entails helps put the research into perspective, which set the tone for the subsequent primary research that needed to be done to suit the set research objectives.

4. Result and Discussion
This chapter analyses the responses given by respondents through the administration of structured questionnaire and interview conducted and the researcher used SPSS 16.0 to get valid result of the research based on each instruments. In order to make interpretation and analysis easier, tables are presented first, followed by its interpretation and analysis.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number of</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The table above represents the number of students interviewed at SMA Xaverius Ambon. Ten students were interviewed there are 30% male students while 70% were female.

Table 4.2 Gender Distribution of Respondents on questionnaires

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>15</td>
<td>30%</td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
<td>70%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey Data (2019)

A total of 50 questionnaires were returned out of 50 questionnaires distributed. About 30% of participants were male (males = 15 and 30% female (females = 35 and 70%). The total percentage taken from all the respondents at SMA Xaverius Ambon that the questionnaires were administered. It could be observed that female participation far outweighed the male counterpart. The reason being speculated by the researchers is that female students were found to be more likely to have expressions related to family relationships and romantic relationships by using Whatsapp than the male students. Also it was observed that most of the women preferred using the application for communication, especially for group discussions on specific assignment given in class than to meet their group members personally than the male.

Table 4.3. The students use WhatsApp in your learning activity.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Disagree</td>
<td>26</td>
<td>51.0</td>
<td>52.0</td>
<td>52.0</td>
</tr>
<tr>
<td>Agree</td>
<td>20</td>
<td>39.2</td>
<td>40.0</td>
<td>92.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>7.8</td>
<td>8.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The researcher asked the students participated to fill the questionnaire with the items the students use WhatsApp in their learning activity from their perspective responses based on the statement there are 26 students 51% disagree, 20 students 39% agree and 4 students 7.8% strongly agree. Those statements meant that the students are less in use the WhatsApp to help them in their learning activity.

Table 4.4. The students use WhatsApp to get general information.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Disagree</td>
<td>21</td>
<td>41.2</td>
<td>42.0</td>
<td>42.0</td>
</tr>
<tr>
<td>Agree</td>
<td>23</td>
<td>45.1</td>
<td>46.0</td>
<td>88.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>6</td>
<td>11.8</td>
<td>12.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>98.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sources: Data survey (2018)

The students participated to fill questionnaire with items the students use WhatsApp to get general information. from their perspective responses based on the statement there are 21 students 41% disagree, 23 students 45% agree and 6 students 12% strongly agree. Those statements meant that the students are more agree to use WhatsApp to get general information.

Table 4.5. The students usually use WhatsApp for chatting with other people.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Disagree</td>
<td>25</td>
<td>49.0</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>35.3</td>
<td>36.0</td>
<td>86.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>7</td>
<td>13.7</td>
<td>14.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>98.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The students participated fill the questionnaire with the items the students usually use WhatsApp for chatting with other people from their perspective responses based on the statement there are 25 students 49% disagree, 18 students 35% agree and 6 students 13% strongly agree. Those statements meant that the students are less disagree to use WhatsApp for chatting with other people.

Table 4.4. The students use WhatsApp to communicate with their family

<table>
<thead>
<tr>
<th>Family issue</th>
<th>Frequency</th>
<th>Valid</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>26</td>
<td>51.0</td>
<td>52.0</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>35.3</td>
<td>36.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>11.8</td>
<td>12.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>98.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Sources: Data survey (2018)

The students participate to fill questionnaire with the items The students use WhatsApp to communicate with their family from their perspective responses based on the statement there are 26 students 51% disagree, 18 students 35% agree and 6 students 12% strongly agree. Those statements meant that the students are more disagree to use WhatsApp to communicate with their family.

Table 4.5. The students use WhatsApp in 2-5 hours or more than 8 hours.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Valid</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>15</td>
<td>29.4</td>
<td>30.0</td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>56.5</td>
<td>58.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>6</td>
<td>11.8</td>
<td>12.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>98.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Sources: Data survey (2018)
The students participated to fill the questionnaire with items the students use WhatsApp in 2-5 hours or more than 8 hours from their perspective responses based on the statement there are 15 students 29% disagree, 29 students 57% agree and 6 students 12% strongly agree. The students are more agree to use WhatsApp in 2-5 hours or more than 8 hours it means that student use the online technology on WhatsApp.

Table 4.6. The students get any sources from WhatsApp

<table>
<thead>
<tr>
<th>Valid</th>
<th>Disagree</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>32</td>
<td>62.7</td>
<td>64.0</td>
<td>64.0</td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td>16</td>
<td>31.4</td>
<td>32.0</td>
<td>96.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>2</td>
<td>3.9</td>
<td>4.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>50</td>
<td>98.0</td>
<td></td>
<td>100.0</td>
</tr>
</tbody>
</table>

The students as the participants participated in research processes to help the researcher to fill the questionnaire with items the students get any sources from WhatsApp from their perspective responses based on the statement there are 32 students 63% disagree, 16 students 31% agree and 6 students 4% strongly agree. The students perspective answer on questionnaire point that they are strongly disagree to find the material dealing with their education needs even they waste a lot of their time to operate the WhatsApp.

Table 4.7. The students share the information about the education in their class.

<table>
<thead>
<tr>
<th>Valid</th>
<th>Disagree</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>22</td>
<td>43.1</td>
<td>44.0</td>
<td>44.0</td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td>23</td>
<td>45.1</td>
<td>46.0</td>
<td>90.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>5</td>
<td>9.8</td>
<td>10.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>50</td>
<td>98.0</td>
<td></td>
<td>100.0</td>
</tr>
</tbody>
</table>
The students are participated to fill the questionnaire with items the students share the information about the education in their class from their perspective responses based on the statement there are 22 students 43% disagree, 23 students 45% agree and 5 students 10% strongly agree. The students are more agree to share the information about the education in their class. The students have taken surplus to use WhatsApp to share information each other related with their education needs.

Table 4.8. The students use voice messenger on WhatsApp to communicate each other

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>23</td>
<td>45.1</td>
<td>46.0</td>
<td>46.0</td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>43.1</td>
<td>44.0</td>
<td>90.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>5</td>
<td>9.8</td>
<td>10.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>98.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>System</td>
<td>Total</td>
<td>51</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

*Sources: Data survey (2018)*

The students participated fill the questionnaire with the items the students use voice messenger on WhatsApp to communicate each other from their perspective responses based on the statement there are 23 students 45% disagree, 22 students 43% agree and 5 students 10% strongly agree. Those statements meant that the students are more disagree to The students use voice messenger on WhatsApp to communicate each other.

Table 4.9. The students read the material on WhatsApp platform.
Table 4.10. WhatsApp platform are available to send multiple information and share files.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Percent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Disagree</td>
<td>32</td>
<td>62.7</td>
<td>64.0</td>
<td>64.0</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>29.4</td>
<td>30.0</td>
<td>94.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>5.9</td>
<td>6.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>98.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sources: Data survey (2018)**

The researcher asked the students participated to fill the questionnaire with the items the students use WhatsApp in their learning activity from their perspective responses based on the statement there are 32 students 62% disagree, 15 students 29% agree and 3 students 6% strongly agree. Those statements meant that the students read the material on WhatsApp platform even they waste a lot of their time to operate the WhatsApp and they usually to share the files to WhatsApp but they don’t read the sending files on the WhatsApp platform.

The students participated to fill questionnaire with the items the students use WhatsApp platform are available to send multiple information and share files from their perspective responses based on the statement there are 28 students 55% disagree, 18 students 35% agree and 4 students 8% strongly agree. Those statements meant that the students
are more disagree to use WhatsApp platform are available to send multiple information and share files.

<table>
<thead>
<tr>
<th>Scoring Item</th>
<th>Frequency</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>26 21 25 26 15 32 22 23 32 28</td>
<td>250</td>
</tr>
<tr>
<td>Agree</td>
<td>20 23 18 18 29 16 23 22 15 18</td>
<td>202</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>4 6 17 6 6 2 5 5 3 4</td>
<td>58</td>
</tr>
</tbody>
</table>

The table above represent the number of students prespective answer on various items. Ten students were put their respon from each of the the evident at school or in their activity. It showed that there are 250 the students answer that they disagree from 10 ten items cover in questionnaire, 202 students agree related to the items, 58 students strongly agree. Those meant that the most strongly perspective answer was 250 from the students. Futhermore 202 students state agree with the questionnaire based on their daily activity in using the WhatsApp it means that there big change for them to use WhatsApp in the learning performance. The teacher also should provide the kinds of the now days technology to teach the students in the classroom or flipped classroom.

5. Conclusion And Suggestion

5.1. Conclusion

From the preceding discussions, it is evidently clear that; whatsapp has been impact for the students in their learning performance. This evident, WhatsApp can increase the students learning performance in their learning process effectively. It also help the students become easy to interact each other in communication and more effective share idea, information among the students. However, if the students use it negative purpose it has more impact on the students learning performance. The negative impact could be identified as followed: It waste
the studies time, result in procrastination dealing with problems, lack of students language competence of grammar, pronunciation, spelling and language skills; speaking, listening, writing and reading and more impact with the concentration of teaching, leaning process in online and the school curriculum.

As most research, this paper this research has limitation in opportunities. The maintain to focused on to find out the students preseption of SMA. Xaverius Ambon. Additional research on SMA Xaverius Ambon should involve theirself to use WhatsApp in the learning performance in learning the language. Further more in the reality of the education field, the research has surplus to aknowledgge the use of Whatsapp not only at school, but also at home, workplace, and various other settings, and for diverse ages, young, teenager and elder For future research, it may be make easy to identify and understand the students characters, psychology and motivation to use WhatsApp in their learning process and to communicate among the students and the teachers.

In summary, the aim of this research was to identify the impact of WhatsApp on the performance of students in SMA Xaverius Ambon. The research found that, instead of making communication easier and faster thereby increase effective flow of messages and idea sharing among students, Whatsapp has rather impacted positively on the performance of students in SMA Xaverius Ambon.

5.2. Suggestion

The researcher therefore, suggest the following:

1. The classroom teacher should used WhatsApp in the teaching and learning process.
2. The learning assignment should be conducted frequently by lecturers to compel students to sit up.
3. Cell phones should be used in the lecture halls instead of the prevailing practice of allowing them. This allows the make the students become autonomous learning.

REFERENCE


The Culture of Pela-Gandong (Latuhalat-Allang) in Maluku

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ABSTRACT

Maluku has many island with the uniques of cultures, heritages, language and also tradition, because of that it is called the land of kings. Pela Gandong is one of the culture in Maluku. Pela Gandong is the essence of the words "Pela" and "Gandong". Pela means union While Gandong has a meaning brother. there are 3 types of pela, one of them is pela gandong. Pela Gandong is based on blood or lineage to maintain relationships between relatives who are in different countries or islands. this is very interesting for the author in examining the relationship of Pela Gandong between Latuhalat and Allang villages. this study will also answer 3 main questions 1) the background of pela gandong (Latuhalat-Allang)? 2) the function of pela gandong in the life of Maluku people (Latuhalat-Allang)? 3) What is the impact of pela gandong (Latuhalat-Allang) in the lives of Maluku people (Latuhalat-Allang)? This is a qualitative for delivering symbolic messages in the Pela-Gandong (Latuhalat-Allang) culture in Maluku. The author makes observations and participant observations (participant observatory), accompanied by studies literature and in-depth interviews. The results of this research are expected to be useful for the Maluku people, in knowing more about the culture of Pela gandong (Latuhalat-Allang), this result can also be useful especially in the area of regional cultural education.

Key words: Pela Gandong (Latuhalat-Allang), Maluku, Culture.

1. INTRODUCTION
1.1 BACKGROUND

Latuhalat and Alang are Negri or villages in the Maluku province with the capital of Ambon, a region located in eastern Indonesia. Second This country is on one land, namely Ambon Island. Negri Latuhalat covers Tanjung Nusaniwe is entirely surrounded by the sea and only a part is bordered with other plains,
while Negang Alang is a village/country located on Leihitu Barat sub-district, Central Maluku Regency, Maluku Province, Indonesia. History records that both of these Negri hold the inherited customary principles ancient ancestors to the present. One of them is the custom of brotherhood sekandung known to the Moluccas as a custom Pela Gandong.

Pela is a system of social relations known in Maluku society, in the form of a relationship agreement between one country (designation for a village or village) with other countries, which are usually on other islands and sometimes also embrace religion others in Maluku (Ambon: Tanjong Tapele). Usually one country has the most not one or two Pela of different types. This pela agreement system is estimated has been known or has existed as part of the local wisdom of the people of Maluku before the time of the arrival of European nations, especially the Portuguese and the Dutch; and was used to strengthen the defense against the European attack at that time make efforts to spice up the monopoly. Pela comes from the word "Pila" which means "make something together". Whereas if added with the end, it becomes "choice", the meaning is to strengthen, business so that it is not easy to riot or break. But there is also a link to the word pela this is a pela which means helping each other or helping each other. With some this understanding, it can be said that Pela is a brotherly bond or kinship between two or more villages with the aim of helping one another or helping each other one with the other and feel the mutual suffering of one another. In the sense that happy felt together as well as difficult to feel together (Adat and Marriage Ceremony Maluku Region, Ministry of Education and Culture. This pela bond is tied with an oath and is done by drinking blood taken from the fingers mixed with local liquor or by eating betel nut. This pela relationship usually occurs because there is a second event village or village head, in order to help and help each other. In pela bonds this has a series of values and rules that bind each individuals who are members of the brotherhood.
or family alliance. That rule among others are: may not marry fellow Pela or siblings in Pela. If this is done then things that are unwanted or punishments will occur for those who violate it.

Gandong, does the expression "Gandong" have its own adhesive power for members of the Pela community. Land language (read: Ambon language) knows a kind of root word (which comes from Indonesian), in its use, then the word this base is often added to the beginning, insertion, or ending. Sort of thing we can compare it between the biological (in Indonesian) and gandong in Ambonese language. Ambonese who originally came from, among others. From social life on Nunusaku, as an Eastern man, clearly has another orientation in determine the name of a union between countries called pela gandong. So gandong is the womb or cage, a center and the beginning of all things life. The beginning of the pela relationship between Negri Latuhalat and Negri Alang comes from where a noble of Negri Alang likes a girl from Negri Latuhalat, and the noble family from Alang State came to Latuhalat to propose to the girl after being accepted by the family of the woman, it turned out that the traditional leader in Negri Latuhalat at that time it did not agree with the application but because the family was afraid of being embarrassed, customary leaders in Negri Latuhalat prepare brides from the puppets who will mated with nobles from the State of Alang. After the wedding procession takes place dolls that were known to be authentic by nobles and people in the Allang country flopping at Tanjung Hattu, people from knowing the girl who dropped the self is a bride from Negri Latuhalat. But after a few days the doll bride was found by Negri Leliboy and became a sneer that Negri Alang blind because nobles want to marry dolls. This is where the elders come from the Alang customs and nobles came to bind their promises as siblings with Pela's relationship. One of the provisions of Pela between Negri Latuhalat and Negri Alang is prohibited from marrying written in a pela inscription "paraded by Negri Latuhalat and Negri Alang is forbidden
to marry ", written on a traditional monument is male and female women are prohibited from marrying because they are considered siblings\textsuperscript{14}. According to customary law each individual even though he is an adult is not free to express his will to do marriage, without the consent of their parents / relatives. This also happened in the Pela Gandong culture that took place in Maluku, where the State of Indigenous Peoples in Maluku could not marry / marry with other indigenous Negri countries like Negri Latuhalat with Negri Alang where neither of these indigenous countries can get married / get married because these two countries are Pela (siblings). Adat the ban on marriage is still happening today, and the people of the country Latuhalat and Negri Alang still adhere to the customary law.

2. RESEARCH QUESTIONS

1) The background of pela gandong (Latuhalat-Allang)?
2) The function of pela gandong in the life of Maluku people (Latuhalat-Allang)?
3) What is the impact of pela gandong (Latuhalat-Allang) in the lives of Maluku people (Latuhalat-Allang)?

3. METHOD

The author makes observations and participant observations (participant observatory), accompanied by studies literature and in-depth interviews. The results of this research are expected to be useful for the Maluku people, in knowing more about the culture of Pela gandong (Latuhalat-Allang), this result can also be useful especially in the area of regional cultural education.

a. Interview with Latuhalat Indigenous Peoples namely Kailola and i Alang namely Siwalette
b. The customary head of the Latuhalat and Alang country, the Negri apparatus (Raja) as informen
3. FINDING & DISCUSSION

According to the history of the traditional relationship between Pela between the countries of Allang and the land of Latuhalat, it was almost 400 years old, which occurred at the end of the sixteenth century (in 1615). The people of Allang and the people of the Latuhalat country have pledged an oath of allegiance to a great deliberation in the country of Allang to bind the strong pela relationship which is a milestone between the two countries as a manifestation of the tragic incident of the son of a young Allang named Petrus Huwaë because the triangle love played by a woman from Latuhalat named Costantia Lekatompessy as a tragic drama because of the name Petrus as a prospective husband present in Costantia had already been a young man in the domestic Latuhalat who had become his lover, the young man from the unknown Soplantila clan. The beginning of the meeting between Petrus and the Costantia youth of Allang and Latuhalat women as follows:

In a quiet night, as usually Petrus Huwaë, whose work other than as a farmer also often does the work of fishermen who at that time sailed the seas looking for / fishing for fish and when his sopa-sopa boat which was washed away by currents arrived near a promontory and threw out which was carried by a gentle breeze from the coast. It was precisely the sound of the tifa and the sound of singing that tended to shake the young man's heart. He tried to leave his job to land and wanted to look closely. When the boat / sopa-sopanya arrived at the shore right on a promontory called cape batu conde and the boat / sopa-sopanya was pulled to the ground and tried to find a way to where the sound of the drum came from. The only way to get to the crowds is only through the back street of "Kota Belo".

When it arrived above the peak of the city, it was there that he witnessed a crowd of young people from the Latuhalat country and had attracted his attention to watch closely. In short, he stepped in and arrived at the crowd so
grabbed and interesting, and then came a young woman who had not known the name and was invited to join in the fun and there was an introduction and more than that Peter invited and proposed her as his lover / fiance while introducing his name and his place. Leave the first introduction, and Peter did not clap his hands because his proposal was immediately accepted and the girl was ready to be married to become the wife of the young man.

Hearing an unexpected answer Peter happily said goodbye to his girlfriend Costantia to return home to Allang with the promise that soon Costantia would be applied to by her parents. Peter is now back where the boat / sopa-sopa is located and soon returns to boating his boat joyfully to the land of Allang.

News was conveyed to his parents and approval was given and a meeting was held between the Huwaë family and Lekatompessy in the Latuhalat country. Peter's parents' application was accepted by Costantia's parents and decided the time and place to get married was Costantia to be picked up by the Huwaë family for weddings in the country. In the days of the Lekatompessy family preparing all the needs of the marriage of Costantia's child, suddenly Costantia's parents were shocked by Costantia's disappearance from her parents' house because she had been run away by her lover from the Soplantila family's child. The fact that Costantia's disappearance from her parents' house is a tragedy because the promises must be kept and marriage must be carried out.

The Lekatompessy family / Costantia parents try to take their children while their future husband from Soplantila youth is not willing to give it. There was an uproar in the Soplantila and Lekatompessy families and a new idea arose where three families were interconnected in this event, namely the Lekatompessy family, the Soplantila family and the Latumeten family decided to make a Costantia statue from the "Soporantila family" substitute.
Costantia for If it is time to pick up Costantia to be married in the land of Allang, it is seated on the bride's plate. The three families worked hard where Latumeten was known as a versatile artisan with his skill to make achievements. The sago tree is cut down and taken by meor and then carved and made a Costantia statue. The Soplantila is known as a master magician and enters spirits with magical powers into the Costantia statue so that the statue can dodge but cannot speak or laugh. Arumbai / striped Lekatompessy family has also been completed with a place where the bride and groom have been prepared by three families. Now it’s time for the bride / bride to be picked up and the Huwaë family together with the groom. The Costantia statue has been seated on a stamp stained by the Soplantila family daughter who is ready with all the equipment. Tifa and totobuang were both good at the Lekatompessy family of the Huwaë family and at the event the surrender of the bride who was a statue of Costantia. Petrus sits side by side with his beloved bride with a happy heart and begins the Soplantila witch who plays a role so that the statue can be dodged if held by her lover's hand. The departure of the group to the land of Allang accompanied by sound and drumming in color colored the group in the event that this incident was a mere play performed by the Lekatompessy family and friends. The true costantia of Allah’s beloved lover does not suggest that the triangular love played by her and her family will bring havoc to her lover Peter who has accepted his loyal promise to be his wife forever. The bride and groom will now stop at the port soon and have been awaited by a ceremony of acceptance by the large family of the Allang community.

Soplantila and the other two families, Latumeten, especially the Lekatompessy family, with a heart pounding, waiting for a certain moment if it was known by the Huwaë family, what would happen or later. And when Peter because his love is so burning awaits the conversation of his beloved
he is in the matter of a trick because the one who kissed his lover was only a statue. That's where the Soplantila simultaneously plays his skills, and the Costantia statue simultaneously jumps from the side of the bridegroom into the sea and disappears into the sea floor. Seeing events that were not wanted by anyone, especially for Peter as a prospective husband, without waiting for time, Peter immediately threw himself along with all the bridal clothes following a future wife who was only a man-made statue.

Those were moments of tense Rome, a tragic event coloring the drama of the Lekatompessy family and Peter missing man created by Almighty God while the prospective wife was only a statue made by human hands. In those tense moments arose two male and female crocodiles as a sign and used as a symbol of the relationship between the indigenous Pela between the countries of Allang and Lautuhalat, which are now placed on both ends of the traditional house / baileuw in Allang.

The Lekatompessy family, the Latumeten family and the Soplantila family now feel satisfied and relieved because all that was planned was done in the event that they did not know that the drama was played by them to the Huwaë family, especially for Peter as God's future child husband, that in times of crisis that also has happened the power of God towards human life, especially for Costantia who consciously betrayed her future husband, fell and died instantly in front of her husband the Soplantila family without leaving words and descendants.

With the occurrence of this event, the Lekatompessy family realized the sin and deeds had robbed the omnipotence of Allah the creator, then consciously the three families confessed their wrongdoing and through a great deliberation both the countries of Allang and Lautuhalat binding agreements in adat pela relations that could not marry each other the other
between residents of both countries with two crocodiles as a symbol of Pela's relationship.

4. CONCLUSION

Pela and gandong are traditional values that are old when seen from a historical perspective, and already existed before the arrival of religions which was recognized in Indonesia and before the colonial period. This traditional value is still maintained by the Ambonese people to date.

Pela gandong is a unifying tool in community relations between one village and another in the area Ambon, even though villages have different religious backgrounds. Thing it supports the creation of harmony in religious life. To preserve pela and gandong in people's lives Panas Pela ceremony is held, if the pela bond is seen starting to stretch. Allang and Latuhalat have relationship as pela and gandong both of them also have some rules especially for the laws to marriage each other. People comes from allang an latuhalat need to know that it’s important to have a relationship as a brother in pela an gandong.

5. SUGGESTIONS

Pela and gandong which until now are still alive and are valid in circles Ambonese people need to be socialized especially to the younger generation especially for pela and gandong culture supporters themselves. Therefore needed a cultural movement that starts from within the family, the environment arrived at the wider community in terms of realizing the feeling of the pela and gandong ties.
Analysis of Politeness Principles used by Lecturers and Students During Learning Process

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ABSTRACT
Speech acts have an impact on student motivation and engagement in learning. Lecturer use the speech act quite varied. Politeness is an speech act, which concerns a relationship between self and other. Politeness principle proposes how to produce and understand language based on politeness. The purpose of politeness principle is to establish feeling of community and social relationship. Thus, politeness principle focuses on process of interpretation that the center of the study is on the effect of the hearer rather than the speaker.
The purpose of this study was, (1) describe the politeness principle used during the learning process takes place (2) describe the context of the use of the principle of politeness. This research was descriptive qualitative. It was concerned with the description of the data in the form of utterances produced by the German Lecturer and students in which politeness principle. The data source of this study are two German lecturer and the students. Data collected by the techniques make note and descriptive three Video. Researcher did some step to analyze the data, namely; data reduction, data display, and conclusion drawing and verification. Researcher used Leech’s six maxims of the politeness principle theory, namely; the tact maxim, the generosity maxim, the approbation maxim, the modesty maxim, the agreement maxim and the sympathy maxim.
The results of this study indicate that lecturers perform directive speech acts ordered by using tact maxim, generosity maxim, approbation maxim, agreement maxim and sympathy maxim. The modesty maxims ist not used in conversation. Tact maxim gets the highest position because the lecturers are concerned more with giving benefit to the students. By using this strategy, the lecturers shows their respect to the students.

Keywords: politeness principle; the learning process; lecturer; students

1. PENDAHULUAN
Kesantunan dalam kehidupan sehari-hari tidak lepas dari interaksi kita dengan orang lain. Karena kita menggunakan bahasa setiap hari. Dalam
linguistik kesantunan juga merupakan salah satu bagian dari tindak ujar pragmatik. Lebih khusus kesantunan merupakan bagian dari prinsip konversasi (Leech dalam Tarigan 2009:35).

Konversasi yaitu bahasa yang disusun secara on the spot “spontan” yang kadang-kadang penuh kebimbangan, atau ada bagian yang terputus, selain itu, mungkin pula karena gangguan pengaruh dan prasyarat yang kompleks dari gilir tutur, tetapi peserta ujaran dalam konversasi pada umumnya dapat mengerti satu sama lain. Djajarsudarma (2012:89) mengungkapkan konversasi mempunyai kaidah tersendiri dan berhubungan dengan tingkah laku social (tingkah laku yang dirancang untuk menjaga perasaan orang dengan cara menunjukkan respek terhadap orang, misalnya dalam menyapa seseorang dengan sapaan Bapak/Ibu/Saudara)

Kesantunan bersifat relatif di dalam masyarakat. Ujaran tertentu dinilai santun di dalam suatu kelompok, akan tetapi di kelompok masyarakat yang lain belum tentu santun. Tujuan kesantunan, termasuk kesantunan berbahasa adalah membuat suasana berinteraksi menyenangkan dan efektiv.

Pembelajaran di kelas merupakan salah satu peristiwa tutur yang dapat diamati. Peristiwa tutur ini melibatkan peran aktif dosen dan mahasiswa dalam berinteraksi. Seorang dosen diharapkan dapat menyampaikan idenya secara singkat, jelas, lengkap dan benar, serta tertata, sedangkan mahasiswa diharapkan dapat berkomunikasi dengan baik sebagai respons terhadap apa yang disampaikan oleh dosen. Kualitas, kuantitas, relevansi, dan kejelasan pesan akan tergantung jika dosen dan mahasiswa kurang memperhatikan hal tersebut. Hal ini akan berakibat tidak maksimalnya komunikasi yang dilakukan sehingga interaksi menjadi kurang efektif.

Berdasarkan hal tersebut maka „Kesantunan Berbahasa Dalam Interaksi Belajar Mengajar Pada Program Studi Pendidikan Bahasa Jerman“ menarik untuk dikaji.
2. KAJIAN PUSTAKA

2.1 Hakikat Kesantunan Berbahasa


1. Kesantunan yang berkaitan dengan norma-norma sosial (the social-norm view). Dalam pandangan ini, kesantunan dalam bertutur ditentukan berdasarkan norma-norma sosial dan kultural yang ada dan berlaku di dalam masyarakat bahasa itu. Santun dalam bertutur ini disesajarkan dengan etiket berbahasa (language etiquette).


4. Kesantunan yang keempat berkaitan dengan penelitian sosiolinguistik. Dalam pandangan ini, kesantunan dipandang sebagai sebuah indeks sosial
(social indexing). Indeks sosial yang demikian terdapat dalam bentuk-bentuk referensi sosial (social reference), honorific (honorific), dan gaya bicara (style of speaking) (Rahardi, 2005: 40).


Dari penjelasan diatas dapat disimpulkan bahwa kesantunan berbahasa merupakan hubungan antara penutur dan mitra tutur dalam berkomunikasi dilihat dari segi etiket berbahasa dan juga kesantunan dapat dilihat dari segi indeks sosial. Jadi santun dalam berbahasa ditentukan dari komunitas sosial mana seseorang berasal, nilai-nilai budaya yang dipakai dalam lingkungan hidupnya. Terdapat bahasa yang dipakai suatu komunitas sudah dianggap sopan tapi bagi kelompok yang lain dianggap tidak sopan.

Menurut Leech 1983:132 ada enam maxim pada prinsip kesantunan yaitu: maxim kebijaksanaan (tact maxim), maxim kedermawanan (generosity maxim), maxim penghargaan (aprobation maxim), maxim kesederhanaan (modesty maxim), maxim pemufakatan (agreement maxim) dan maxim simpati (sympathy maxim). Dan dapat diuraikan sebagai berikut:

1. TACT MAXIM (in impositives and commissives),
   a. Minimize cost to other.
   b. Maximiza benefit to other.
2. **GENEROSITY MAXIM** (in impositives and commisives)
   a. Minimize benefit to self.
   b. Maximize cost to self
3. **APPROBATION MAXIM** (in expressive and assertive)
   a. Minimize dispraise of other.
   b. Maximize praise of other.
4. **MODESTY MAXIM** (in expressive and assertive)
   a. Minimize praise of self.
   b. Maximize dispraise of self.
5. **AGREEMENT MAXIM** (in assertives)
   a. Minimize disagreement between self and other.
   b. Maximize agreement between self and other.
6. **SYMPHATY MAXIM** (in assertives)
   a. Minimize antiphaty between self and other.
   b. Maximize symphaty between self and other.

Dari penjelasan di atas maka dapat diartikan sebagai berikut:

1. Maxim Kebijaksanaan (dalam kerugian dan keuntungan)
   a) Kurangi atau perkecilah kerugian kepada orang lain.
   b) Tambahi atau perbesarlah keuntungan kepada orang lain.

   Gagasan dasar maksim kebijaksanaan dalam prinsip kesantunan adalah bahwa para peserta pertuturan hendaknya berpegang pada prinsip untuk selalu mengurangi keuntungan dirinya sendiri dan memaksimalkan keuntungan pihak lain dalam kegiatan bertutur.

2. Maxim Kedermawanan (dalam kerugian dan keuntungan)
   a) Kurangi kentungan bagi diri sendiri.
   b) Tambahilah pengorbanan bagi diri sendiri.

   Dengan maxim kedermawanan, para penutur diharapkan dapat menghormati orang lain. Penghormatan terhadap orang lain akan terjadi apabila
orang dapat mengurangi keuntungan bagi dirinya sendiri dan memaksimalkan keuntungan bagi pihak lain.
3. Maxim Penghargaan (dalam ekspresi dan asersi; dalam perasaan dan ketegasan)
   a) Kurangi cacian pada orang lain.
   b) Tambahilah pujian pada orang lain.

Di dalam maksim penghargaan dijelaskan bahwa seseorang akan dianggap santun apabila dalam bertutur selalu berusaha memberikan penghargaan kepada pihak lain. Diharapkan penutur atau petutur tidak saling mengejek, saling mencaci atau saling merendahkan pihak lain.
4. Maxim Kesederhanaan (dalam ekspresi dan asersi)
   a) Kurangilah pujian pada diri sendiri.
   b) Tambahilah cacian pada diri sendiri.

Di dalam maksim kesederhanaan atau maksim kerendahan hati, peserta tutur diharapkan dapat bersikap rendah hati dengan cara mengurangi pujian terhadap dirinya sendiri. Orang akan dikatakan sombong dan congkak hati jika di dalam kegiatan bertutur selalu memuji dan mengunggulkan dirinya sendiri.
5. Maxim Pemufakatan (dalam ketegasan)
   a) Kurangilah ketidaksesuaian antara diri sendiri dan orang lain.
   b) Tingkatkanlah persesuaian antara diri sendiri dan orang lain.

Di dalam maksim ini ditekankan agar para peserta tutur dapat saling membina kecocokan atau kemufakatan di dalam kegiatan bertutur. Apabila terdapat kemufakatan atau kecocokan anatara diri penutur dan mitra tutur dalam kegiatan bertutur, masing-masing dari mereka akan dapat dikatakan bersikap santun.
6. Maxim Simpati (dalam ketegasan)
   a) Kurangilah antipati antara diri sendiri dan orang lain.
   b) Perbesarlah simpati antara diri sendiri dan orang lain.

3. METODE PENELITIAN

3.1 TIPE PENELITIAN

Jenis penelitian ini adalah penelitian kualitatif dengan menggunakan metode deskriptif. Data penelitian berupa (1) hasil pengamatan kesantunan berbahasa dosen dalam interaksi belajar mengajar (2) hasil pengamatan kesantunan berbahasa mahasiswa dalam interaksi belajar mengajar. Sumber data dalam penelitian ini yaitu tiga orang dosen yang mengajar.

3.2 INSTRUMEN PENELITIAN

Instrumen utama penelitian ini adalah peneliti sendiri, sedangkan instrumen penelitian pendukung penelitian ini adalah alat perekam yang berupa Samsung Video Recorder, dan alat tulis untuk mendukung kelancaran proses penelitian yang dilakukan.

3.3 TEKNIK PENGUMPULAN DATA

Teknik pengumpulan data dalam penelitian ini adalah (1) observasi, (2) perekaman, dan (3) pencatatan. Untuk menjamin keabsahan data yang dikumpulkan, dilakukan tiga teknik yang terdiri atas ketekunan pengamatan, (2) triangulasi, dan (3) kecukupan referensial (Moleong, 2007: 329). Tahap analisis data penelitian ini antara lain, tahap reduksi data, tahap penyajian data, penarikan kesimpulan, dan pengecekan ulang terhadap hasil penarikan kesimpulan. Kemudian didiskusikan dengan rekan sejawat, dan dikonsultasikan dengan dosen pembimbing.
4. PEMBAHASAN

Dalam penelitian ini, peneliti menemukan bahwa dalam proses interaksi belajar mengajar menggunakan lima maksim, yaitu (1) maksim kebijaksanaan, (2) maksim kedermawanan, (3) maksim pujian, (4) maksim kesepakatan, dan (5) maksim penghargaan. Dan ada juga beberapa tindak tutur yang dikategorikan tidak santun. Tindak tutur yang sering digunakan dalam interaksi belajar mengajar yaitu maksim kesepakatan dan maksim kedermawaan. Dari hasil yang telah diteliti terdapat 5 tindak tutur sesuai maksim kesepakatan, 4 tuturan dalam maksim penghargaan, 3 tuturan kebijaksanaan, 4 tuturan maksim kedermawaan, dan 3 tuturan yang merupakan maksim simpati.

a. Maksim Kebijaksanaan

Tuturan-tuturan berikut ini merupakan contoh penerapan maksim kebijaksanaan dalam interaksi belajar mengajar.

(1) Herr Karuna, weil Sie da sind, wir machen jetzt Sprechfertigkeit.
(2) Nein, Du kannst weiter gehen mit HV.

Informasi indeksial: dituturkan oleh dosen satu kepada dosen yang mengganti jam perkuliahan karena kehadiran partner dosennya.

Tuturan ini dipandang santun karena dosen mengurangi keuntungan dirinya sendiri dan memaksimalkan keuntungan dosen lainnya.

b. Maksim Kedermawanan

D : Seinem ? Antina neh perempuan ka laki ?
D : Dia bukan laki-laki toh. Nah bilang bae2. Antina …. Biasa subjek dolo baru verb baru selanjutnya toh, angabe ok nochmal. Antina geht am Montag…

Informasi indeksial: dituturkan oleh dosen membantu mahasiswa menjelaskan struktur kalimat.
Tuturan tersebut dipandang lebih santun karena dosen dermawan dapat membantu mahasiswa yang mengalami kesulitan berbicara terkhususnya dalam gramatik.

c. **Maksim Kesepakatan**

Yang paling banyak terjadi dalam interaksi belajar mengajar dalam kelas yaitu maksim kesepakatan. Ketika dosen bertanya dan mahasiswa menjawab

D : Wie ist unser Termin am Samstag fuer die Sprechfertigkeit am Namalatu Strand. Habt ihr schonmal gesprochen ? Noch nicht ? Also, nachdem Unterricht sprecht ihr nochmal, wie das geht !

M : Ja Frau.

*Informasi indeksial: dituturkan oleh dosen kepada mahasiswa mengharapkan kesepakatan dari mahasiswa.*

Tuturan tersebut dipandang santun karena terjadinya kesepakatan pada proses tindak tutur, dosen meminta kesepakatan dari mahasiswa dan mahasiswa menjawab „ja“ Tanda setuju.

d. **Maksim Penghargaan**

Ujaran berikut ini merupakan penerapan maksim penghargaan dosen dan mahasiswa.

D : Ok, sehr gut ! Applauieren wir !!

Tuturan tersebut merupakan maksim pujian karena dosen memuji jawaban mahasiswa yang betul. Hal ini terlihat jelas dari kata yang digunakan, yaitu *sehr gut* !

e. **Maksim Simpati**

Ujaran berikut ini merupakan penerapan maksim penghargaan dosen dan mahasiswa.
M : Terimakasih atas kesempatan yang telah diberikan kepada saya

Tuturannya tersebut merupakan maksim simpati karena mahasiswa berterimakasih untuk kesempatan yang diberikan.

1. Tuturan yang Tidak Mematuhi Prinsip Kesantunan

Dari data yang diperoleh, terdapat tuturan yang tidak mematuhi prinsip kesantunan.

Berikut contoh tuturan tersebut.
D : Schon alles. Ist das interesant ?
M : Nicht so.
D : Nicht so ? Warum Dina ?
M : Ich kann nicht gut verstanden, was sie erzaehlt.

Tuturannya tersebut dianggap tidak sopan karena mejaikan/merugikan temannya di depan dosen.

5. KESIMPULAN DAN SARAN

5.1 Kesimpulan

Berdasarkan analisis data dan pembahasan, disimpulkan bahwa dalam interaksi belajar mengajar dosen dan mahasiswa santun dalam berbahasa. Hal tersebut berdasarkan temuan penelitian bahwa dalam interaksi belajar mengajar dosen dan mahasiswa menggunakan hampir semua maksim kesantunan dalam bertutur. Temuan ini sangat penting dipahami oleh dosen dan mahasiswa program studi pendidikan bahasa Jerman.

5.2 Saran

Diharapkan kepada dosen dan mahasiswa agar memperhatikan kesantunan berbahasa dalam proses belajar mengajar. Hal ini dikarenakan dosen sebagai motivator dan menjadi pusat perhatian siswa dan masyarakat dalam bertindak tutur. Mahasiswa pun sebagai makhluk yang berpendidikan selayaknya dan seharusnya santun dalam bertutur.
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http://renireretwin.blogspot.co.id/2013/01/maksim-kesantunan.html diakses pada tanggal 19.11.2015


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