Jurnal Tahuri

Jurnal Ilmiah Pendidikan Bahasa

JURNAL TAHURI

Penyunting menerima sumbangan tulisan yang belum diterbitkan dalam media cetak lain. Naskah diketik dalam spasi ganda pada kertas ukuran kuarto panjang 10-20 halaman 1 eksemplar (baca petunjuk bagi penulis pada sampul dalam bagian belakang). Naskah yang masuk akan dievaluasi oleh Staf Ahli. Penyunting dapat melakukan perubahan pada tulisan yang dimuat untuk keseragaman format tanpa mengubah makna dan isinya.

PRAKATA

Jurnal "Tahuri" diambil dari nama salah satu media adat di Maluku yang menggunakan "bia terompet" (triton = nama latin) untuk memanggil atau menginformasikan sesuatu berita dari pemangku adat atau pemerintah desa kepada masyarakat dalam hubungannya dengan kegiatan desa (kegiatan-kegiatan penting yang diselenggarakan di desa). Penggunaan nama "Tahuri" pada jurnal ini adaiah untuk memaknai betapa pentingnya penggunaan "bia terompet" bagi perkembangan pembangunan di Maluku di masa lampau, yang saat ini telah hilang nilai dan manfaatnya karena kemajuan ilmu pengetahuan dan teknologi.

Jurnal Tahuri memuat berbagai pikiran kritis-ilmiah para akademisi tentang teori, konsep, praktik kependidikan dan kebahasaan, diterbitkan oleh Jurusan Bahasa dan Seni Fakultas Keguruan & Ilmu Pendidikan Universitas Pattimura Ambon. Untuk menjaga kualitas, maka setiap penerbitan Tahuri tetap melibatkan *mitra bestari* dari berbagai perguruan tinggi negeri di Indonesia. Keterlibatan *mitra bestari* dalam jurnal Tahuri kiranya dapat memberikan kepuasan, baik bagi para penulis maupun pembaca yang memanfaatkan sarana ilmiah ini. Naskah yang dimuat dalam jurnal Tahuri, disajikan baik dalam bahasa Indonesia, maupun bahasa asing (termasuk abstraknya).

Jurnal Tahuri telah terakreditasi secara nasional di Level 5 (dari 5) sejak Mei 2020, berdasarkan Direktur Pengelolaan Kekayaan Intelektual, Kementerian Riset dan Teknologi/Badan Riset dan Inovasi Nasional. Decree No. : 85/M/KPT/2020. Jurnal Tahuri Volume 17 Nomor 2, Edisi Agustus 2020 hadir di hadapan Anda dengan tampilan wajah baru dalam format dengan ukuran kertas A4, sesuai dengan aturan jurnal terakreditasi. Tahuri memuat tulisan hasil kajian konsep atau teori dan hasil penelitian dalam bidang kependidikan dan kebahasaan yang diharapkan dapat menjadi sarana komunikasi ilmiah bagi para ilmuwan, baik lokal, nasional maupun internasional.

Bagi para penulis yang ingin menyumbangkan hasil karyanya lewat media ini, dianjurkan agar mengikuti gaya selingkung jurnal Tahuri Jurusan Bahasa dan Seni FKIP Unpatti.

Penyunting

PROMOTING CULTURAL AWARENESS
THROUGH INTERCULTURAL LISTENING ACTIVITIES

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Abstract. As diversity is one of heated issues emerging in English teaching learning circumstance in Indonesia, teachers have to initiate strategies to restrain the probability of fragment among the students which can furthermost impact on their ability to communicate among cultures. Intercultural listening activities conducted at a university in West Java has evidently proven its contribution in consolidating the students' cultural awareness. Through reflective journals and focused-group interviews, it is found that the students are able to discover, understand, and compare their own culture and others, realize the similarities and differences, and respect the existing gaps in between. Thus, they are presumed to be more ready to take part in the intercultural communication.
Key words: Intercultural Listening, Cultural Awareness

Introduction

A salient issue in learning any foreign language is learning its culture because language and culture are two inseparable entities, therefore, the incorporation of cultural issues in teaching language is inevitably recommended (Yeganeh and Raeesi, 2015). However, this notion becomes a great challenge in any settings in which there is no direct access to the target culture. Thus, teachers and materials being used play a very significant role in providing any cultural information. This aims at heightening students' cultural awareness and developing their sense of their own culture and the target culture (Tavares and Cavalcanti, 1996) and improving their perception of a foreign culture and their own culture by gaining awareness of a foreign language (Ritlyova, 2009). In short, cultural insertion in language teaching highly influences the students' ability to be more sensitive individuals in terms of understanding the diverse cultural issues between their own culture and the target language.

In the context of listening class in which the students are required to experience "an active process that entails construction of meaning beyond simple decoding" Namaziandost, Sabzevari, and Hashemifardnia, 2018), possessing decent cultural information about the contexts of the texts emerges as another important aspect. This aims not only to give the students clearer sense of the actual linguistic competence such as pronunciation, sentence structure, grammatical patterns, and vocabulary but also to sensitize them in predicting the

content and the process of meaning making. Therefore, they will have competencies to response more culturally appropriate and help them develop their positive language attitude towards the target language. This is in line with Rogers and Farson (1987) which contend, "Listening builds deep, positive relationship, and tends to alter constructively the attitudes of the listeners." The way the students respond to the given materials in some certain talks would impact how they develop their future relationship with the people in the given texts. Moreover, to build a successful communication is to create a two-way process whereby the listener plays an equally important role; as it emphasizes on the speaker and its message.

Misunderstanding, especially in communication across cultures, emerging because of the inappropriate responses given by the listener can actually be minimized. In listening classroom context, teachers can optimize the suitable approach to get the students ready in that sort of communication. Intercultural approach is one best solution to help students prepare intercultural communication readiness. In this context, the students are required into activities regarding the given topic which contain intercultural contents. The teachers facilitated them with any valuable sources such as YouTube, Radio Announcement, TV program, and short movies. This would lead them into crushing of shortcomings that possibly appear while communicating.

The concept of listening will impact on the specifics of information processing, on monitoring information, and on behavior regulation (Fitzgerald & Cunningham, 2002; Imhof & Janusik, 2006; Kruglanski, 1996). This is consistent with the notion that culture influences how the students listen and for what they listen (Gudykunst, 1998; Gudykunst & Matsumoto, 1996). Intercultural listening, in this case, is created situations in classroom context to provide students with listening activities involving various background of speakers from around the world (Brazil, Singapore, Japan, India, Spain, France, etc.).

Intercultural Approach which promotes the students to become cultural diplomats has predominantly given direct effect to both the students and teachers. These effects then evidently promote valuable conception and experience for the students As a teaching guidance, the teachers refer to modified listening syllabus by themselves based on Intercultural Task Design by Byram (2002).

Table 1
Intercultural Task Design (Byram, 2002)

Goals	Input	Learners' Role	Teachers' Role	Settings

1) To investigate how everyday conversation maintains the solidarity of social groups; 2) to invistigate how the individual's status in a group is negotiated through casual conversation; 3) to observe the difference roles played by men and women in conversation in the target culture; 4) to explore the cultural message conveyed by visual images, literary, and media text.	1) spoken text for discussion 2) visual images for interpretation	1) collector 2) organizer 3) evaluator 4) reporter 5) reconstructor	1) Negotiator 2) Mediator	1) Individual work 2) Peer work 3) Group work 4) Whole class activity

Previous studies in the area of cultural integration in listening comprehension have been conducted. Kusumarasdyati (2005) investigated the use of presentation of movies as English listening activity in the context of tertiary education in Indonesia to incorporate the target culture. This research concludes that this technique is effective to develop students' listening skill and sensitize them to the target culture which is inseparable aspect of language learning. Moreover, Mahmoudi (2017) found out the probable relationship between listeners' cultural schemata and its activation and their performance in EFL (English as a Foreign Language) listening comprehension in the Iranian context. The theory of the investigation was acknowledged suggesting that a new content, regardless of whether it is theoretically comparable, cannot activate a culturally recognizable schema in the low-level learners. Recently, Namaziandost, et *al.* (2018) explores the effect of cultural materials on listening comprehension in an EFL Iranian context, focusing on both male and female genders. Meanwhile, the present study will particularly focus on investigating what aspects of cultural awareness that have been developed during intercultural listening class activities for a semester through reflective study and stimulated recall interviews.

Methodology

This research employs reflective framework and interview-based study. In teaching and learning context, to reflect means to sum up, evaluate, and replan new action regarding to the whole process of implemented activities. It is in line with Check and Mc.Entee's statement (2003), "...reflective teaching is peelin back the layers of our own daily work, looking under the surface of our own teaching, making a conscious attempt to see our teaching selves as students see us, or as an observer in our classrooms would. Rushton and Suter (2012) add "...reflective practice is concerned with the teacher thinking, meditating or pondering over the day, the last session, the needy student at break-time, the fruitful discussion that came out of the risky newspaper article and the waiting marking pile, etc." In the other hand, reflective practice is concerned with the daily practice, challenges, and triumphs of the teachers' efforts. It is efforts done by the teachers to rectify

teaching quality in order to yield qualified output. Moreover, Ryan and Ryan (2015) strengthen, that reflective practice "includes two key elements: (1) making sense of experience; and importantly, (2) reimagining future experience." This definition reflects the belief that reflection can operate at a number of levels, and suggests that to achieve the second element (reimagining), one must reach the higher, more abstract levels of critical reflection.

Innovative teachers put reflective teaching in a vital position for any reasons. It also one factor which determines the success of teaching and learning process. Rushton and Suter (2012) mention that "there are many reasons for reflecting on practice and it is useful for our   purposes here to group them into three categories: improving and developing teaching and learning; accommodating change; and complying with regulatory systems." Therefore, it is necessary to apply reflective practice to both the students and teachers. Loughran (2006) finally concludes, "reflection is something that when understood and valued (by teacher educators and student-teachers) that can be developed through teacher education programs where teacher educators practice what they preach." Bain et al (2002) designed conceptual framework of reflective teaching into 5Rs; reporting, responding, relating, reasoning, and reconstructing. The following table explains the details:

Table 2
Reflective Teaching Model (Bain et al., 2002)

5Rs	Descriptions
Reporting	A brief descriptive account of a situation / issue (ie. the reflective trigger) What happened, what the situation / issue involved
Responding	Your emotional / personal response to the situation / issue, etc. Your observations, feelings, questions about the situation / issue
Relating	Personal and/or theoretical understandings relevant to the situation / issue, making connections between the situation / issue and your experience, skills, knowledge and understanding
Reasoning	Your explanation of the situation / issue explaining the situation/issue in terms of the significant factors, relevant theory and/or experience
Reconstructing	Drawing conclusions and developing a future action plan Your deeper level of understanding about the situation / issue that is used to reframe / reconstruct your future practice and further develop your understanding of professional practice

This research was conducted throughout a semester in four listening classes at a university in Tasikmalaya, West Java. The participants of this research are two English teachers and their students. The total number of the students is 132, 95 females and 37 males. Empirical data were collected through focused group interviews and documentation of the teachers' reflective journal. The obtained data were analysed through thematic analysis which aims at identifying,

analyzing, and reporting patterns within obtained data (Braun & Clarke, 2006). This analysis embraced familiarization with data, generating initial codes, searching for themes among codes, reviewing themes, defining and naming themes, and producing the final report (Braun & Clarke, 2006). Thus, the data were categorized and coded based on recurring themes, which represented data sets relevant to specific research question.

Findings and Discussion

Developing Students' Discovery and Understanding of their Own Culture

Every EFL student belongs to a certain cultural community which has particular values, beliefs, and norms. It influences the way they think, communicate, and interact with their society. Frank (2013) maintains that the ability to ask and answer questions based on the self-culture facilitates the process of making connections with other cultures. In the reflective journal, the teacher reveals,

> Today I have given a video about the culture of Indonesia which was taken from Pesona Indonesia channel on YouTube. It showed about the diversity of Indonesian vibrant cultures from Sabang until Merauke, especially in relation to the traditional customs. The narrator of the video was an American native speaker with had a very clear accent which is easy understandable. His pronunciation is acceptable and the speed rate is also easy to follow. After watching the video twice, I invited the students to discuss the video. I asked them to give their ideas about those cultural diversities. They were very enthusiastic in giving opinions even though there were still two or three of them who seemed reluctant to contribute, but overall most of them were very open-minded and had a quite broad knowledge about the Indonesian traditional customs, especially when they related the events in the video with their own local customs.
>
> *(Teacher's journal written in April 2015)*

The excerpt gives an explanation that the teacher had activated the students' awareness of their own culture by providing learning material and follow-up activity which explored their knowledge about the culture of Indonesia. This activity facilitates the emergence of self-discovery of their local cultures. Byram (1997) supports that "English teachers can help the students activate their cultural antennas by making them aware of important elements of their own culture and helping them understand how their culture has shaped them." Depicting this situation, Kramsch (1999) calls this learning process establishing a 'sphere of interculturality'. It means that the teacher had maintained and inserted the cultural aspects in their teaching which triggered the students to discover and understand their own culture.

The students' openness to visit their local customs has contributed positively towards their cultural awareness during listening activity. Furthermore,

this also contributes significantly on their real life listening. Through focused group interviews, the students explain their feeling and experiences,

> "The activities in listening class had opened my horizon about the difference in the world. I learn English but I also become more aware to be an Indonesian." *(Student 12; taken in December 2015)*
>
> "The activities had given very positive impact on my self-confidence when practicing my English in study tour in Bali. I felt braver to speak with foreigners because I realized that I am not a native speaker, so I still felt satisfied to be brave enough to talk to them even though my English was not really good." *(Speaker 20, taken in December 2015)*

The students' perception on the listening activity above proves the notion that EFL learners can still grasp the values that exist in the target culture even though the culture is not taught explicitly in the class (Lessard-Clouston, 1997). Therefore, it is undoubtedly that culture is the heart of the foreign language instruction (Herron et *al.*, 2002). However, there are situations that required certain attention to overcome in which open minded and explicit learners usually show high awareness and readiness toward the target culture and the language learning process, while some implicit and ego-centered learners show reluctant to the cultural awareness activities. Therefore, teachers need to consider the appropriate technique to cover both learners' characteristics. In another page of the teacher's journal, she mentioned the condition,

> Facing active and enthusiastic students is usually easier than those who tend to be silent. Sometimes it requires more attention and energy to dig what are happening. Today I was just aware that there was one student who was always hard to convey her ideas. At the beginning, I always triggered her by giving questions in discussion sessions after listening activity but she tended to doubt to answer. Later, I asked her personally and I found out much information about her personal and social background afterwards. She comes from a marginalized ethnic in our city and always feels patronized. However, after having a long conversation with her, I could say that she really had a very strong sense of her own community and culture. She even could explain in detail about the videos that we have learned during the meetings and connected the contents with her own contexts.
>
> *(Teacher's journal written in April 2015)*

The condition supports the notion of Kramsch (1993) which underlined that culture in language learning is always in the background in classrooms when language students are searching for a good communicative ability and exhorting their capacity to comprehend their general surroundings. Even though this type of student shows less enthusiasm in the whole class activity, but since intercultural listening class allows the individual mediated setting (see Byram, 2002), thus, the

teacher implemented the task in a different way. Therefore, the students still can contribute and engage to the listening learning activities. This revealed that the more participants were subjected to familiarity to cultural knowledge of the language, the more they enhanced their listening comprehension (Namaziandos, 2018).

Building Students' Respect on the Culture of 'Others'

Byram (1997) suggests that people who are "interculturally competent" will have a solid understanding of their own culture and how it has shaped them, and make connections between how cultural elements manifest in behaviors across cultures. This notion has brought the learning activities in the listening class into variety of intercultural tasks, presented the intercultural materials and sources, and modified any intercultural settings. From the teacher's journal, it can be seen,

> "…the material for today is about the future plans. I took two videos from YouTube as the listening sources. The first video is two Indian people talking about their plan for future marriage. The second is two Japanese people talking about their holiday. Both videos have high level of difficulty in terms of understanding because the speakers performed their English pronunciation with their local language interference." *(Teacher's journal written in May 2015)*

The teachers challenge the students by showing those videos "hoping to help their students become interculturally competent through building a "culturally friendly" classroom (Frank, 2013). However, providing intercultural activities might also impact on the students experiencing culture shock, cultural adaptation, cultural adjustment, and the fact that people from other cultures may interpret similar situations differently (Cohen et al., 2003) in Frank (2013). Some interview results inform,

> "To me, it is extremely difficult to get the messages from the English speakers with strong Indian and Japanese accents. I need to listen to the videos more than three times."
> *(Interview results from student 2, 3, 6, 7, and 10; December, 2015)*

> "The challenging issue after pronunciation is their gestures. Indian people in the video shown for example, they do headshakes many times. Sometimes it is difficult to interpret when they really say 'no'."
> *(Student 40, December 2015)*

> "It makes me dizzy and somewhat confused, because it is my first time listening to non-British and American English accents."

(Student 22, December 2015)

This considers as a good starter for the process of acculturation into a new culture in order to build the students' appreciation on the culture of others. Acculturation, according to Brown, et *al.* (1994), has four stages: (1) excitement (about being in a new country), (2) culture shock (feelings of frustration and hostility), (3) recovery (adjustment and emergent comfort in the new culture), and (4) adaption (bridging cultural barriers and accepting the new culture). Therefore, by providing such experience in the classroom activity, the students are expected to feel they are starting some new cultural journeys and start to have knowledge about other people's cultures.

In the following days, the students performed better readiness to experience other intercultural journeys in different listening activities which result in the raising of their cultural awareness,

> "This class has given me a lot of benefits especially on the increase of my knowledge about different accents and the culture from people in different English speaking countries."
> *(Student 18, December 2015)*

> "Every activity in this class prepares me to be ready for doing intercultural communication. I feel more passionate to search more information about the cultures from different countries."
> *(Student 11, December 2015)*

The activities allow students to experience any intercultural journeys even though many of them might never have direct contact with the English language speakers. Frank (2013) mentions that students who may never travel outside their country or even meet an English language speaker might question why they need to study culture. However, as the world becomes more interconnected, the teacher must help their students understand that it is more important than ever for them to be able to activate their "cultural antennas" to understand not only other cultures, but their own as well. In doing so, they will be better prepared to participate more fully in the global communication.

Conclusion

Preparing students to be an intercultural communicator is very crucial in the recent teaching trend. It can be initialized through classroom experience in order to create their readiness for communicating among cultures. The first stage is by introducing them into various situations set in the listening class. Authentic materials, intercultural mediated setting, and follow-up discussion sessions are the examples of the actions that can be utilized to promote the students' cultural awareness. From these activities, the students revealed their positive arguments through the reflective process due to this teaching activity. Their cultural

awareness has developed and they are more ready to get involved into the real life communication. Thus, the intercultural listening activities are extremely beneficial and recommended to implement in listening class. Other researchers can implement this approach not only in listening class, but also in other English skill classes.

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THE USE OF SMALL GROUP DISCUSSION STRATEGY
IN TEACHING WRITING

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Abstract. The problems always occur in teaching and learning English as a foreign language, and these depend on teachers and students as the center of that process. The teachers have to use appropriate strategy in order to engage the students to achieve their aims of learning.In teaching writing, the teachers always use conventional way such as give the topic and ask the students to write and collect it. There is not any feedback from teachers to students' work. Small group discussion plays important role since it helps the students to help one another to produce good quality of writing product. It also helps the students to have confidence, and the students will get sense of social values in their life.
Key words: Cooperative Learning, Small Group Discussion, Teaching Writing

Introduction

Besides Bahasa Indonesia as an official language that is taught at school, English has a special positton at schools as a foreign language because of its function as a lingua franca for all aspects of international business. Diaz-Rico (2008) states that the world today stands on the brink of an opportunity never before available : the use of a world language, English, that can sustain intercultural contact between individuals who would otherwise have no mutual means of communication. However, the role of English entails a host of social, economic, and political issues.

As a foreign language the Indonesian teachers have faced problems on how to teach this language to the students. The problems is not only on the differences between English and Bahasa Indonesia as a first language like vocabularies, grammar and structure but also the condition of the students. It means that when the students finish studying English at school they come home and do not have partners to practice English. Therefore, teachers' role is very important in during teaching and learning activities. This is accordance with Diaz-Rico's (2008) statement. She states that teachers influence the daily lives of students in their classrooms. They can create a climate of warmth, acceptance, and high achievement for English Iearners.

To produce a good piece of writing, foreign students always face with the difference aspects of their mother tongue like different aspect in Bahasa and English and they can cause problems in producing ideas. Actually, those problems appear like students are difficult to arrange words into sentences, sentences into paragraphs, and so on. Beside that the

students should consider word choice, the use of appropriate grammar like subject-verb agreement, tense, and the use of articles), the mechanics (e.g. puntuation, spelling), and the organization of ideas into a coherent form.

In traditional classroom, the teacher asks the students to write by giving a topic, then collects the worksheets, grades them, and passes them back to the students.

Dealing with this condition, the teacher should motivate the students to be active in writing. It is better for teacher to manage time wisely by giving opportunity sometime for students to work together or collaborate with their mates and their teacher to produce good quality of a piece of writing in class. Moreover, writing class ideally should be excited activities.

There are many ways in teaching writing, and one of them is Cooperative Learning strategy. This strategy is expected to overcome boredom in writing activities in classroom because it involves all ellements in classroom activities. Both the teacher and the students can interac among others, the students also can work together and the teacher can guide them in process writing activities. According to Larsen-Freeman (2010), cooperative learning essentially involves students learning from each in groups. But it is not the group configuration that makes cooperative learning distinctive; it is the way that students and teachers work together that they can work together more effectivelly.

Furthermore Larsen-Freemen (2010) mentions some principles of cooperative learning:
1. Students are encouraged to think in terms of 'positive interdependence,' which means that the students are not thinking competitively and individualistically, but rather cooperatively and in terms of the group.
2. In cooperative learning, students often stay together in the same groups for a period of time so they can learn how to work better together. The teacher usually assigns students to the groups so that the groups are mixed-males and females, different ethnic groups, different proficiency levels, etc. This allows students to learn from each other and also gives them practice in how to get along with people different from themselves.
3. Social skill such as acknowledge another's contribution, asking other to contribute, and keeping the conversation calm need to be explicity taught.
4. Language acquisition is facilitated by students interacting in the target language.
5. Responsible and accountability for each other's learning is shared.
6. Teachers not only teach language ; they teach cooperation as well. Of course, since social skills involve the use of language, cooperative learning teaches language for both academic and social purposes.

There are many kinds of cooperative learning, one of them is small group discussion. Small group discussion is good since it promotes students to work in group, helps one another in giving contribution.

Nature of writing in school

Besides students as the center of teaching and learning, the teachers also play important role for the achievement of students. The teachers always preapare various kinds of wrting activities in class. According to O'Malley and Pierce (1996), teacher judgment has always played an important role in the assessment of writing. Teachers ask students to write on any number of topic and then assess the substantive information contained in the message, the clarity of the message conveyed, and the mechanics of writing (spelling, capitalization, and punctuation). Teachers typically define the topics for writing, establish the criteria for evaluating the writing, and grade the writing themselves. This teacher-centered approach is not surprising given that many teachers have origins in a transmission model of learning and instruction, in which teacher provide the basic knowledge to be imparted to students. The transmission models isolates content areas in teaching and emphasize mastery of component skiils in sequential order. One by-product of this model has been that students have learned to write in isolation from reading and other activities related to literacy. Another by-product has been that teachers have tended to over-emphasize mechanics (spelling, capitalization, and punctuation) and grammar in their evaluations at the expense of content and meaning in writing.

Purpose and Types of Writing

Students write to accomplish a variety of purposes and use a number of different genres to do so. Purposes in writing determines the nature of the writing. Students need clear specification of the purposes in order to plan and compose a piece that responds to the task. Writers who gain control over various genres have a broader repertoire of writing abilities and an increased understanding of the value of writing for interpersonal communications, for documenting important ideas, and for achieving their own ends than those who do not.

For what purposes can students be asks to write? There are at least three purposes in writing: informative writing, expressive / narrative writing, and persuasive writing. O'Malley and Pierce (1996) explain the following purposes of writing.

Writers use expository or information writing to share knowledge and give information,directions, or ideas. Examples of informative writing include describing event for experience, analyzing concepts, speculating on causes and effect, and developing new ideas or relationships. This type of writing could include a biography about a well known person or someone from the writer 's life. The writer can rely on existing knowledge or new sources of onformation and can over a range of thinking skiils from simple recall to analysis and synthesis. Informative writing helps writers integrate new ideas and examine existing knowledge.

Expressive / narrative writing is a personal or imaginative expression in which the writer produces stories or essay. This type of writing is often based on observations of people, objects, and places and may include creative speculations and interpretations. It may include an autobiographical incident or a reflections in

which a writer describes an occurrence in her or his own life. This type of writing is often used for entertainment, pleasure, discovery or, simply, as " fun " writing and can include poems and shorts plays.

In persuasive writing, writers attempt to influence others and initiate action or change. This type of writing is often based on background information, facts, and axamples the writer uses to support the view expressed. Writers use higher-level cognitive skiils in this type of writing, such as analysis and evaluation, to argue a particular point of view in a convincing way. This type of writing might include evaluation of a book, a movie, a consumer product, or a controversial issue or problem. Writers can also use personal experience or emotional appeals to argue in support of their view. The three purposes of writing described here can overlap, as when students write an informative, persuasive essay.

The three purposes of writing describe the kinds of writing students do in second language classroom as well as in grade-level classrooms. ELL students, for examples, write expressive narratives describing personal experiences and write to inform using biographies of people they have known. Many teachers also ask ELL students to write they analyze a point of view or a book they have read.

Cooperative Learning

The term cooperative learning refers to students working in teams on anassignment or project under conditions including the team members who work individually to complete the content of the assignment.

What is Cooperative Learning

According to the Johnson & Johnson model (1991) cooperative learning is instruction that involves students working in teams toaccomplish a common goal, under conditions that include the following elements:

1. Positive interdependence. Team members are obliged to rely on one another to achieve the goal.If any team members fail to do their part, everyone suffers consequences.
2. Individual accountability. All students in a group are held accountable for doing their share ofthe work and for mastery of all of the material to be learned.
3. Face-to-face promotive interaction. Although some of the group work may be parcelled out anddone individually, some must be done interactively, with group members providing one anotherwith feedback, challenging reasoning and conclusions, and perhaps most importantly, teachingand encouraging one another.
4. Appropriate use of collaborative skills. Students are encouraged and helped to develop andpractice trust-building, leadership, decision-making, communication, and conflict managementskills.
5. Group processing. Team members set group goals, periodically assess what they are doing wellas a team, and identify changes they will make to function more effectively in the future.

Why Cooperative Learning

Many people have different opinion about the reason to use coopertive learning in their teaching. According to Felderand Brent (2007) there are several

reasons why cooperative learning works as well as it does. The idea that students learn more by doing something active than by simply watching and listening has long been known to both cognitive psychologists and effective teachers and cooperative learning is by its nature an active method. Beyond that, cooperation enhances learning in several ways. Weak students working individually are likely to give up when they get stuck; working cooperatively, they keep going. Strong students faced with the task of explaining and clarifying material to weaker students often find gaps in their own understanding and fill them in. Students working alone may tend to delay completing assignments or skip them altogether, but when they know that others are counting on them, they are motivated to do the workin a timely manner.

Moreover, they also explain about the benefit of cooperative learning. They state that The proven benefits of cooperative learning notwithstanding, instructors who attempt it frequentlyencounter resistance and sometimes open hostility from the students. Bright students complain aboutbegin held back by their slower teammates; weak or unassertive students complain about beingdiscounted or ignored in group sessions.

Small Group Discussion and Value of Small Group

Surgenor (2010) explore about the value of using small group in teaching. He says that the lecture falls short when it comes to some of the generic and transferable skills required for employers, professional bodies, and in keeping with University strategic plans, e.g.,
1. Analytic skills, Communication Skills, presentation skills (Griffiths, Partington)
2. Competence in personal and interpersonal skills and being able to work with people is a key requisite to success in management' (Foreman & Johnson, (2001)
3. Interpersonal, self-management, analytical (UCD Strategic Plan, Priority 3)

Moreover, according to Ruddok , Luker , Griffiths, Houston & Lazenbatt cited by Surgenor (2010) stated that students enjoyed and benefited from small groups. The tutorial specifically has been noted for its value in

1. Complementing knowledge in lectures.

2. Expanding on the concepts considered in lectures.

3. Encouraging student reflection

4. Developing students' communication skills

5. Encouraging active life-long learning

Small Group Work

Using small groups in classroom activities is an effective wayto teach both writing and language skills.Small group workprovides an opportunity for learners

to focus on learning a lan-guage as well as learning how to write.Small group work alsohelps emphasize learning to communicate through interactionwith others (Nunan, 1991).

Small group work also leads to effective writing instruction.Strong (1990) found that by focusing their attention on eachother's writing in small groups, students wrote more elaborateanswers.Whether a small group of students generated ideas oreven examined the grammar of each other'scompositions, therewas a significant increase in the amount that they wrote over asfcw as ten hours of instruction.

Small Group Writing Procedures

Connery and Vohs (2006) explain the following procedure of small group writing procedure: 1) Brainstorming, 2) Informationgathering, 3) Organizing, 4) Drafting 5) Revising, 6) Editing. As your group works, members shouldalternate as much as possible between performing these tasks individually and working with the group, orat least with another group member. The only task that seems almost necessarily solitary is drafting; and, infact, many authors collaborate even at this level, sitting together, talking sentences and writing them downbut this takes great patience and an almost intuitive communication process, both of which many of us lack.

Brainstorm. Having established the general characteristics of the writing problem (audience, purpose, message, andpersona), the group should then begin to brainstorm out the paper by using the problem-solving proceduresoutlined above. Some or all of the contents of the paper may be pre-determined by the assignment, but inmany cases the instructor will leave you a great deal of choice or at least a lot of room to move within theguidelines offered. If necessary, brainstorm for possible topics, evaluate them, and choose one. Thenbrainstorm for possible subtopics, evaluate them, and choose the most effective ones. Share informationthat individual members already possess. You might go so far as to brainstorm and discuss possibleorganizations for the paper.

Information gathering: Groups with the luxury of a large amount of commonly convenient time mightarrange to work in the library simultaneously. Members don't have to be working collaboratively on thepaper chase for information—that would be an inefficient duplication of tasks. However, if one memberhas trouble tracking down an individual bit of information, he can fall back on some of the others for help.And since the information sought after by one member can be of use to another, working at a centrallocation—a library table commandeered from other students—can expedite everybody's work. Plus, it's just good for the group's sense of solidarity to see everybody working. Should the group arrange such acoordination of work, any members who don't show up can expect some hostility from other groupmembers, no matter how much work they have done on their own.

Drafting and revision: The group will probably do well to meet once after individual members havegathered information but before they have started writing. At this meeting, each member should report tothe group the information found—what one member has found may affect what another member writes.The

group as a whole should evaluate the quality of the information—its reliability, objectivity,applicability, and so on. And the group as a whole can decide if further information is needed.

The group may not need to meet as a whole during the initial drafting and revision processes, but youshould continue to work collaboratively—perhaps on a buddy system. If possible, you might create aconvenient central location for group members to drop off copies of their sections as they finish. Computerbulletin boards or file servers are particularly useful for this purpose. Having all of the different pieces ofthe final paper on compatible diskettes will also make the final assembly of the paper a lot easier.

Each section that gets drafted should be read by at least one pre-assigned member other than the author, andthis "reviewer" should offer the author comments primarily about the substance of the section. Whatquestions remain unanswered? What assertions are insufficiently supported? What connections are unclear?What material seems irrelevant? In order to do a good job, the reviewer should try to imagine himself orherself as the intended audience for the piece—both the instructor/TA audience and the pretended outsideaudience. What would these people be looking for in the piece? Would they find it? The reviewer shouldtalk with the author about the piece thus far, both its assets and its liabilities—and should also write downfor the author at least four or five suggestions for substantial improvements. Limit your suggestions tocomments about substance at this point—no comments about surface features like spelling, punctuation,usage or grammar are necessary at this early stage.

After all the writers have revised their sections at least once, they should distribute copies to all members ofthe group, a day or two before the next meeting, so that everybody can read everything before the meeting.At the meeting, the group should discuss the work in progress, section-by-section, offering finalsuggestions to each writer about the second-to-last revision. After the section-by-section work, the groupshould consider what the piece as a whole looks like. Has the organization remained firm and logical? Areconnections clear? Fill in any gaps that may have been created as the paper expanded and developed.

If everyone has done a good job, you will find yourself with more than enough material. Think long andhard about what material can be cut. Remember that none of the material has any merit in and of itself.Material is only important insofar as it contributes to your purpose and message. In order to alleviate anyhard feelings by the author, phrase all suggestions about cuts in terms of the material's contribution to thepurpose, and be sure to let the author know that you appreciate the work that went into researching andwriting the material.

Again, individual authors should work solitarily, making the final substantial revisions to their sections ofthe body of the paper, as suggested by the group. Subsequently, they should do one revision for style,usage, and grammar: check topic sentences, transitions, paragraph coherence and continuity, ambiguouspronouns. Finally, after revising, each author should do one reading for editing: spelling, punctuation,subject-verb agreement, pronoun-agreement.

Editing: After this laborious process, members should again trade off with at least one other member whoshould do at least one revision and one reading

dedicated to correcting surface details like grammar, usage,spelling, and punctuation. As you edit your colleagues' work, make your corrections freely. Cutunnecessary words, correct usage and spelling errors, and clear up any ambiguities.

Once again, a group meeting is in order once each section is in its almost-final form. Each group membershould have read every section thoroughly at this stage. This is the time for any fears, hopes, or qualmsabout the paper to be expressed before it is too late. After any final discussion and decisions, finalassignments should be made. It may be necessary to write a short introduction—assign two people (writerand reviewer/editor) to do it. It may be necessary to consolidate all documentation onto a single page ofreferences—assign two people (compiler and editor). Finally, of course, it will be necessary to prepare thefinal copy of the document. If all the sections are on compatible diskettes, this is hardly a problem at all. Ifthe paper needs re-typing, however, the easiest solution is to all chip in a few dollars and hire a typist. Eachmember should be assigned to several pages (preferably not their own) to make sure that the copy that'sgoing to go to the typist is accurate and legible.

Finally, the group should meet one more time, preferably some place where something tasty is servedinexpensively.Once again, a group meeting is in order once each section is in its almost-final form. Each group membershould have read every section thoroughly at this stage. This is the time for any fears, hopes, or qualmsabout the paper to be expressed before it is too late. After any final discussion and decisions, finalassignments should be made. It may be necessary to write a short introduction—assign two people (writer
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Finally, the students can collect their writing to the teacher even they can post their writing product on wall magazine.

Conclusion

From the previous explanation, it can be concluded that
1. Different aspects of language between Bahasa Indonesia and English as the target language influence the learners to master English skills like writing.
2. Students' writing ability can be successful if the students are involved in appropriate way in order to improve their writing.
3. Students are from different background of English competencies sholud be put in a small group of writing activities, because they can help one another

4. Small group can promote not only students' writing achievement but also other aspects like increasing their cooperation, self confident, and social values.

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THE UNDERSTANDING OF MEANING IN LITERARY LEARNING THROUGH SCIENTIFIC APPROACH

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Abstract: The works of literature greatly contribute to a nation's characteristics and personality. Understanding a literary work means being able to grasp moral values or messages that are useful for social life. However, understanding a literary text is not as easy as understanding a non-literary text. The main reason is that the literary text bound to several forming conventions such as the language convention, literature, and cultural conventions. To understand this, students must be trained through education and teaching. Literary learning which can produce a good understanding should prioritize the process to familiarize students with the conventions that bind literary works through heuristic and hermeneutic reading. The 2013 curriculum, requires a change in the paradigm of the teacher's thinking towards planning and implementing learning based on a scientific approach. The important point that should be understood by the teachers is literary learning, according to any curriculum, aims to provide literary knowledge understanding and appreciation to the students. It indicates that literary learning should be designed not only to improve literary knowledge but also to express the values that contained. The application of semiotic analysis methods in literary learning including short stories or poetry can be adapted to the steps of teaching based on the scientific approach known as 5 principles, which are observing, questioning, exploring, associating, and communicating/presenting as required by 2013 curriculum. In this context, the expression of the meaning of literary texts is done through observing, reading, repeating, comparing texts (heuristic readings), and continued by exploring and tracing the meaning of texts (hermeneutic readings) and drawing conclusions as a whole.

Keywords: *Literary Learning*, *Scientific Approach*.

Introduction

The core of literature can be depicted as a mirror that reflects any events in human life in a certain era. Through the phenomenon that occurs, the generation that born afterward can learn about civilization from a different era. It is because the writing of the literary works always related to the socio-cultural context of the people at a certain time. In short can be concluded that the presence of the works of literature in all its forms is the result of human creations, tastes, and initiatives that contain many life values that are useful for shaping one's character and personality. Thus, the work of literature can shape one's language and contribute to one's knowledge about the social culture which is needed in real social life.

Furthermore, the importance of these literary works should also be accompanied by efforts to familiarize literary works with the youth. One of the efforts is by putting the literary learning in formal education, starting from elementary to higher education level. Through this, the learner is hoped to be able to understand and appreciate the literary works.

Drawing from the picture above, there are several facts about literary learning in Indonesia that that still need some concerns which are; **First**, both in KTSP curriculum or in 2013 Curriculum, the literary learning has had enough considerable attention from the Indonesian government, although it is still part of Indonesian subjects. In particular, the 2013 curriculum requires a change in paradigm and mindset which is different from the application of the previous curriculum and this must be realized by the teacher in the teaching and learning process in schools. The learning process is expected to be carried through student-centered learning by applying a scientific approach that is supported by appropriate learning models. **Second**, not all language teachers can create a learning process that can attract students to love literature. Therefore, literary learning is no longer merely to memorizing the names of writers and their work, but rather to encourage students to understand and appreciate the meaning of various literary texts. **Third,** most of the teachers who teach literature are Indonesian teachers who do not have adequate literary competence. This became the main obstacle to plan and implement good literary learning, which prevents the students to not only know the literature but also able to appreciate the literary works. **Fourth**, most students cannot grasp the message or the social value from the literary works that they read.

From the elementary to the higher level, the literary works from various genres, only used as a text for learning Indonesian. The learning objective is only to focus on understanding the text. Though, understanding a literary text is not the same as understanding non-literary texts. Literary texts have certain characters that require different reading techniques. This is because the literary works are created by considering the language code, cultural code, and literary code. It means that reading and understanding literary texts, demanding an understanding of those three codes.

Based on the facts above, also as in line with the role of literature in developing the character and personality of the youth, then the teacher should manage the literary learning professionally to achieve its goals. It is an important and urgent call for teachers to conduct studies on the development of an effective literary learning model that is suitable for the objectives of the 2013 Curriculum where the goal is to improve literary skills for the students.

Problems

Generally, the purpose of literary learning at all schools with their curriculum is oriented to literary knowledge and literary appreciation. The orientation can be divided into literary knowing, doing, being, appreciation, expression, and production (Sumitro 2013). It means that the design of literary learning is not only to increase students' literary knowledge, such as mastering figures or writers from various eras and their work but also to understand the

meaning or values contained in the literary work that they read. Consequently, the literary learning that can produce the above understanding, should prioritize the process of being able to familiarize students with literary works and conventions contained. Related to the implementation of the 2013 curriculum which requires a change of paradigm and mindset of all parties involved, especially teachers or schools, then they should be able to implement an effective different learning process. The learning process is expected to be implemented through student-centered learning which is supported by modern learning models. As a result, some questions that arise from this situation are; Do the language teacher in the school already has sufficient literary competence? Are language teachers ready to design learning that can improve student understanding? Are language teachers able to choose teaching material that can increase student interest? Does the language teacher have sufficient capacity in carrying out the teaching and learning process of literature according to the scientific approach?

Discussion

In this section, several concepts will be presented to answer the problems. Those concepts will explain about the understanding of literary works, approaches used to design literary learning, analytical methods under the objectives and approaches of literary learning, and the implementation of scientific approaches in literary learning.

The Understanding of Literary Works

Commonly, the understanding is known as intellectual abilities in the cognitive realm, along with knowledge, application, analysis, synthesis, and evaluation. Bloom (1981), states that understanding is an intellectual ability and skill which widely used by learners to express their level of absorption of a concept that has been learned. According to Dilthey as stated in Palmer (2003), the understanding is not only related to the mastery of rational concepts such as mathematical problems, but more than that is an activity to capture and integrate the thoughts of others with our thoughts. Thus, the understanding can be interpreted as a soul process to expand one's experience which can ultimately free from the isolation of thought.

To reach a certain level of understanding, the reader (in this case the recipient of the concept in writing) must associate the elements of the language in the text referred to the knowledge they possessed (Werlich 1986). Pearson and Johnson as Cited in Nunan (1991), state that understanding is divide into several principles which are; (1) The understanding is an active activity, not a passive one. The reader should be able to interpret the meaning of the text; (2) The understanding requires a large amount of conclusion. For instance, the conclusions needed to understand even the simplest prose writing can be confusing. (3). The understanding is the dialog between the writer and the reader. As a consequence, when a reader tries to interpret the statement according to their perception of the information conveyed by the author, it can be said that to understand a written text is not merely a complicated activity in defines the symbols from the text, but far more than that. In this case, the reader is expected

to be able to make conclusions by integrating the meaning of the language symbols that are listed in the text with the knowledge that the reader already has.

In the context of literary works, Ludwig (1994) explains that understanding and interpreting are two separate activities that mutually support the results of understanding the meaning of literary works. The understanding (verstehen) is the first phase activity, aimed at constructing or composing the meaning of the text. While interpreting is the next step, aimed at explaining the reconstructed meaning. It means that the ability to explain meaning in the interpretation phase is very dependent on the ability to reconstruct the meaning of the supporting elements of poetry. Teeuw (1991) explains that the efforts to understand at the early stage can reduce misunderstanding of the meaning interpretation of literary works, especially poetry. It is because understanding literary works require different expertise than non-literary works. This expertise concerns the ability to analyze conventions, both general and specific. Without knowledge of the convention, the meaning will be difficult to be expressed.

The explanation above illustrates that the understanding of the meaning of literary works is not easy if it is associated with the existence and characteristics that increasingly complex.

If the meaning of non-literary work is easier to be understood because of the use of normative language or ordinary language, then literary works use language that deviates from the normative grammar. It means that to understand and to give a meaning to literary works is not easy without understanding literary conventions and conventions of literary signs which are the main requirements for readers to understand. The mastery of the convention or code system includes 1) Language codes, including figurative languages, rhetoric, ambiguity, contradiction, and nonsense; 2) cultural codes, as well as 3) distinctive literary codes, such as visual conventions that include stanzas, verse lines, enjambments, rhymes, typography, and homolog, etc.

Moody (1971), states that the understanding of literary works from learners can be measured through the success on how learner expressing something about literary works that they read, which including 4 (four) categories such as 1) information; 2) concept; 3) perspective and 4) appreciation. The first category relates to understanding the structure of literary works that are read. The second category relates to learners' perceptions of how they organize the information or structure of the literary works. The third category relates to the learner's view of the literary work being read. For instance, the view of the meanings that can be expressed and their relationship with the reader. While the fourth category relates to the learner's assessment of the use of the language in literary works, such as the effect of choosing certain words or sentences on the image of a particular character. Thus, it can be said that someone who understands literary works in depth (full of appreciation) usually feels what the writer wrote while being able to absorb the values contained.

From the explanation above, it can be concluded that what is meant by understanding the literary works in this study is the ability of the reader to capture and master the meaning through the information and concepts of the text they read and be able to conclude and interpret these meanings as a whole under their

perceptions. These skills concern the signs or conventions of language and literature that consist of 1) The form of the writing and text-forming elements either related to linguistic elements such as the use of figurative language, as well as non-linguistic elements; 2) The disclosure of the implicit meaning of all conventions and literary signs including associative meanings, feelings, themes, tones, and mandates (intentions), figure or character, etc.; 3) The disclosure of text messages and 4) The conclusion of overall meaning.

In literary learning, the level of understanding is also determined by the selection of texts to be read. It is because, principally, the text that is read must have a relationship with the capacity of the reader. It means that the success of learning to improve the understanding is also determined by the ability of teachers to choose a suitable text to be used as teaching material. The text should be appropriate for the age and interests of the learner. According to Moody (1971), there are several criteria for selecting the literary text work that should be considered by the teacher which are the age of the learner, language, psychology, and background themes. Furthermore, he explains that the thing to be considered is the difficulty level of the text language with the capacity of the learner. The difficulty level can be measured from the grammar and diversity of vocabulary in the text. While the psychological aspect is associated with the interest and enthusiasm of learners towards the text. The last aspect, background, refers to the selection of themes that are familiar to the learner. In line with that, Collie and Slater (1987) state that learner needs, interests, cultural background, and language level are some aspects that must be considered by literature teachers in choosing teaching materials, so they can be relevant to the learners to achieve the level of the understanding. Also, Glaap, Bausch, Christ, and Krumn (1995) state that literary works that have been chosen must need the criteria such as the universality, authenticity, and actuality of the text.

The Literary Teaching Method

As explained before, the literary works are built by some elements which are different from the non-literary text. Those elements are related to the physical and mental elements.

The physical and mental elements are connected and combined as a whole which allows a literary text not only to reflect the beauty and imagination for its readers but also for its structural complexity. The complexity of the literary works can be seen from the combination of poetical features that are used, to build as much image the reader can get (Altenbernd and Lewis 1970). While on the other hand, the complexity of the structure requires an initial assessment or analysis to understand the meaning of the constituent elements (Hill 1966). Nurgiyantoro (2002) states that the need for the analysis is not only intended to look for the meaning of each constituent element, but also to look for relationships between the elements that can form the overall meaning of the text. The ability to analyze the meaning of elements, and the ability to look for relationships between elements to determine the overall meaning of a text, will only be obtained through systematic and repetitive practice.

The systematic practice will give good results if it is designed in a systematic literary learning process which not only emphasizes teaching objectives on theoretical knowledge but also allows learners to improve their abilities and skills in appreciating literary works through the process of interaction and transactions with learned literature (Gani 1986). Furthermore, Teeuw (1991) argues that literary teaching should be able to familiarize learners with existing conventions. This teaching model will help to develop students' sensitivity to the convention, in recognizing the basic elements of the complex when interpreted. In other words, the teaching model that familiarizes learners with these conventions will ease the learners to not only look for meaning but also to help them to grasp the meaning of the text they read through their own experience.

Moody (1991) states that there is two basic literature teaching method which should be understood by the teachers such as; 1) Literature as experience; and 2) Literature as language.

The first principle relates to teachers' efforts to provide new experiences for students about any matters in life that must be experienced, known, and traced to be felt. As a consequence, the teacher should give the widest possibilities for students to actively developing their abilities.

While the second principle begins with the assumption that teaching literature is an operational language teaching process. Essentially, a literary work is a collection of words that must be analyzed or searched for its meaning.

Based on those two principles, Moody suggests that literary teaching should use a suitable method which can build students' understanding by involving comprehensive language skills. The method must provide opportunities for students to express their abilities through extensive and intensive reading. Both extensive and intensive reading is supported by each other, but specifically, in the teaching of poetry, the method of intensive reading is suggested to be used.

It because the intensive reading provides an opportunity for students for a depth detail analysis in all the constituent elements and conventions which is written in a text.

The Analysis Literary Works Method

A method for analyzing the literary works which can be used for a comprehensive understanding is the semiotic method. This method was derived from dissatisfaction with the study of structuralism which was only limited to the study of the intrinsic aspects of literary works. It is contradicted with the reality of the literary works which contained its system that cannot be separated such as problems of creation, problems of expression, and even problems of acceptance by the readers. The literature studies that only focusing on intrinsic aspects like this, according to Teeuw (1984), have weaknesses. The studies that conducted will separate the literary works from the framework of literary history and alienate literary works from the role of the reader as builder meaning in interpretation, also will eliminate the context and function.

In other words, the existence of semiotic methods in literary studies can complement the weaknesses of structuralism studies in expressing the meaning of the text as a whole.

The semiotic method itself is derived from the assumption that literary works have a system and their world which is presented before the reader as a reality. It contains communicative potential through distinctive language symbols that have artistic and dramatic values. Those symbols of literary language which has artistic and dramatic values are the creative subjective impetus from the creator, due to limited space. The work style expression which utilizes all the figures or poetic signs is considered as a sign system. The disclosure meaning is highly dependent on the complexity of the literary conventions. The study of the sign is known as semiotic or semiology which in terms, comes from the ancient Greek word *semeion* which means *sign* in English. The term semiotic in linguistic studies have been known as the field of science that studies the signs or symbols and everything related to it (Nöth 1990).

In the context of literary studies, semiotic signs are known as conventions that cover several sets of signs. These units include sound, word, diction, figurative language, and sentences: sentence style or language style. Besides, there are also additional conventions such as taxation, enjambment, typography, association, and other conventions that build meaning in literature. The disclosure of the relationship between the sign and its signifier is formed through the understanding of the conventions. According to Riffatere (1994), that meaning complexity is considered as a second level semiotic system. If there is someone who wants to give a semiotic meaning, then it must be done through heuristic and hermeneutic/retroactive reading. Heuristic reading is the reading of literary works on the first level of semiotic systems. The meaning of understanding in the heuristic reading is merely about the language convention. In this context, the reader uses his linguistic competence for only assuming that language or words have referential meanings or relationships with things. At this stage, the reader is prepared to understand the semantic meaning of words or phrases that will later be associated with certain contexts according to poetic signs for the next readings. It means that the heuristic reading will only be resulting in a literal or explicit meaning. On the other hand, hermeneutic reading or understanding of the work at the second level of semiotic is a re-reading (retroactive) after the disclosure of the language meaning by giving literary conventions. At this stage, the reader is trained to memorize and modify the text with their understanding by using the poetry signs. The process of understanding is done by repeating, looking back, comparing, etc. This is the stage where the reader tries to express the implicit meaning that previously could not be expressed through the heuristic reader.

From the explanation above, it can be concluded that there are two ways to process the understanding of literary texts according to the semiotic method, which is heuristic reading and hermeneutic reading. The first way is used to help the students to understand a text at the level of mimesis (language conventions). While the second way is used to analyzes a text, to reveal high-level meaning (understanding literary conventions). The results of the first-level analysis, then linked to the second level for a whole-text understanding.

The steps of the analysis according to the semiotic method are as follows: 1) text analysis based on language conventions through heuristic reading. At this

stage the learner is directed to understand the meaning of the text from the context of the written language; 2) seek for relationships between elements as a whole; 3) define the meaning of the elements based on the literary conventions; 4) determine whole (overall) meaning in a semiotic framework through hermeneutic reading; 5) make a synthesis.

The Scientific Approach In Literary Learning

The scientific approach in the learning process is a strong point from the 2013 curriculum existence. The scientific approach is believed to be the golden bridge of students' attitudes, knowledge, and skills. It is because learning itself is a scientific process. The scientific process refers to techniques that are used to investigate a phenomenon, gaining new knowledge, then correcting it by combining previous knowledge. This scientific approach emphasizes the involvement of students in learning intensely, creatively, and independently. In this approach, success can be measured from the student's development when they are starting to take some scientific steps starting from observing, asking questions, reasoning, trying, and communicating/presenting. Thus, it can be concluded that scientific learning is a way of learning that adopts scientific steps in building knowledge through scientific methods. The learning model needed is one that capable of producing the ability to learn (Joice and Wall 1996). The main point of scientific learning is not only the acquisition of knowledge, skills, and attitudes but more importantly is how the knowledge, skills, and attitudes are obtained by students (Zamroni 2000). In this case, scientific learning not only is measured by learning outcomes as the final point but the learning process. Therefore, scientific learning emphasizes processing skills. Process-skills-based-learning model is a learning model that integrates process skills with the presentation system as a whole (Beyer 1991). In this case, the students are considered as learning subjects that need to be actively involved in the learning process, while the teacher is only as a facilitator who guides student activities. The students are expected to carry out the process of finding regarding learning material. Thus, students are directed to discover for themselves various facts, build new concepts and values needed in life (Nur 1998).

Following the characteristics of Indonesian Language and Literature as part of natural science, learning Indonesian Language and Literature must reflect the competence of scientific attitudes, scientific thinking, and scientific work skills. Learning activities carried out through the process of observing, asking, trying, associating, and communicating/presenting with details as followed: 1) **Observing,** aimed to make learning closely related to the context of real situations that will be faced in daily life. The process of observing facts or phenomena includes seeking information, seeing, listening, and reading; 2) **Questioning**, carried out as a process of building students' knowledge in the form of concepts, principles, procedures, law, and theory, even metacognitive thinking. The aim is for students, to have critical thinking skills critically, logically, and systematically. The questioning process is done through discussion and group work and class discussions. The practice of group discussion gives space for freedom to express ideas in their language, including using local languages; 3) **Practicing**, aimed to

increase student curiosity, develop creativity, and scientific work skills. This activity includes planning, designing, and carrying out experiments, as well as obtaining, presenting, and processing data. The usage of learning resources including computerization is highly recommended in this activity; 4) **Associating**, aimed to build the thinking and scientific ability. The teachers can design some situation which helps the students to do activities such as analyzing data, grouping, making categories, inferring and predicting/estimating by utilizing discussion or practice worksheets; and 5) **Communicating/Presenting**, aimed to help the students to convey the results of conceptualization in oral, written, drawing/sketch, diagram, or graphic form. This activity is carried out so that students can communicate their knowledge, skills, and applications, as well as students' creations through presentations, making reports, and/or do some performance.

Specifically, for literary learning, the learning steps according to the scientific approach are very much under the learning principles proposed by Moody and Teeuw. According to Moody, the principle for literature teaching can be considered as an effort of teachers to give new experiences to students about various matters relating to real-life that must be experienced, known, traced to be felt. It is based on the understanding that a literary work is essentially a collection of words that must be analyzed or searched for meaning. While according to Teeuw, the process of literary learning should provide more possibility to students to get, to know, and to be familiar with literary works, especially with existing conventions. This teaching model will help to develop students' sensitivity to the convention. As a result, the students will easily recognize the basic elements of the complex when interpreting them. In other words, the teaching model in familiarizing the conventions, will help the students to be easier in not only look for meaning but also to give meaning to the text they read through their own experience. The introduction of such conventions can be carried out through heuristic and hermeneutic/retroactive reading. The heuristic reading is more focused on understanding language conventions. While hermeneutic/retroactive reading is more aimed at giving an understanding of poetic conventions. The understanding process is done by looking, reading, repeating, comparing, etc. before concluding as a whole.

The implementation of the above learning principles and steps can be carried out as follows:

Learning Objectives / Basic Competencies:
1. Understand the structure and rules of short story texts, both through oral and written.
2. Interpret the meaning of short story texts, both orally and in writing.

Learning materials
• Introduction to the structure of the contents of the short story text
• Introduction to the language characteristics of short story texts
• Understanding the contents of the short story text
• Interpretation of content (intrinsic and extrinsic elements) in the short story text.

Note: The selection of the short story text must consider the following criteria:
• Age of learners
• Students' level of language mastery and language difficulties in the text (grammar and vocabulary diversity)
• Student interest and enthusiasm for the text.
• Background theme. The theme chosen should not be too familiar or familiar to students.

Teaching Steps
1) The teacher presents the short story text, invites students to observe the description relating to the structure of the text, looking for information related to the title of the text. Students are guided to read texts by using heuristic readings to find the meaning of words or sentences denotatively.
2) Based on the meaning of the language convention that found, the teacher helps students in discussing or asking questions in finding concepts, principles, laws, and theories related to the short story. Students are directed to question relating to the structure of the text as well as the content of the text. The teacher directs students to use communicative language that can be understood by other students.
3) The teacher encourages the students to actively dig deeper into the structure and content of short stories through exploration activities. The exploration is intended to reveal the literary and cultural significance of the short story. Hermeneutic/retroactive reading is used to determine intrinsic or extrinsic elements: Theme, Characteristics, Flow, Setting or Message and Mandate or message, the social background of the author's culture / written text.
4) The teacher helps the students in processing the information according to the result of both heuristic and hermeneutic reading, and develop the reasoning by linking the two reading results to predict the meaning of the short story as a whole.
5) The teacher provides opportunities for students to communicate the results of their conclusions both related to the structure of the text (intrinsic and extrinsic) as well as the meaning or message/value of the short story as a whole. Other groups of students are allowed to respond to another group/student presentations.

Conclusion

Literary learning, according to any curriculum, aims to provide literary knowledge and literary appreciation to the students. It indicates that literary learning in the 2013 curriculum should be designed not only to improve the students' literary knowledge but also to express the meaning or values contained in the literary works. Literary learning that can produce those understanding, should prioritize the process to familiarize students with conventions that bind literary works, such as language conventions, literary conventions, and cultural conventions, through heuristic and hermeneutic readings.

The 2013 curriculum existence with its main focus on the application of learning according to the scientific approach is in line with the principle that of the disclosure meaning of literary texts. The teacher has to provide new experiences to students about various matters relating to the real-life that must be experienced, known, traced to be felt. The process of intended understanding can be done through observing, reading, repeating, etc, before taking a conclusion. The steps for understanding a literary text can be applied to the learning core through 5 (five) principles according to the scientific approach which are; Observing, questioning, exploring, associating, and communicating/presenting the meaning, message, or value in the literary text.

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DIGLOT PICTURE STORYBOOK BASED ON MALUKU CONTENT AND ITS RELEVANCE FOR YOUNG LEARNERS' LITERACY

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Abstract. Providing young learners with variety story books to develop their literacy is importance to be done by considering their interest and learning preferences, and mrany of children storybook written in English in nowadays. Therefore young learners like to read English children story book since they are in the early stage. Unfortunately in the EFL frame, many children story book less to touch local content materials. Folklore is one of the oral traditions that are told for young learners with the purpose that they will know about their culture and tradition and it can be preserved with meaningful ways in EFL teaching and learning process. Much folklore are written in English and mostly talked about the culture of that language because it is believed that young learners can acquire this language easy both in spoken and written language. Unfortunately those folklores lack to present the local content of EFL context. One of the ways to facilitate young learners loves their culture by inserting local content materials in picture story books. Through reading vary children story books can arise young learners' interest to master this language naturally. Diglot picture story book is a kind of children story book contain two languages and supporting with interesting pictures. It is believed as one of the meaningful ways that young learners can engage and explore deeply about the story with their own experiences .This study is aimed at describing diglot picture story book based on Maluku content and its relevance for young learners' literacy.

Keywords: *diglot picture storybook, Maluku local content, relevance, young learners, literacy*.

Introduction

As a part of Literature, folklore is a kind of teaching and learning materials that can be applied to build learners' literacy. It is a collection of fictional stories about animal and people, cultural myths, songs, tales, and even quotes. It is a description of culture which has been passed down verbally from generation through generation, though many are now in written form. (literacydevices.net/folklore.) The statement is supported by Fauzi (2011) who pointed that today the verbally tradition of folklore now is changing into written

form. It contains the moral lessons and present useful information and everyday life lessons in an easy way for the common people to understand. For that reason, it is needed to preserve the folklore as an important learning source in educational field because it gives the readers pointers about how they should behave. It is one of the best mediums to pass on living culture or traditions to future generation. (literacydevices.net/folklore.)

Nowadays, many forms of folk literature have been transformed into books and manuscripts which can be found in the forms of novels, histories, drama and even children story books supported with interesting pictures. Many writers of children books believe that providing the storybook with creative pictures can give great impact for young learners because it is important source for learn a new language. As it is written in the article by Gabriella A. Strouse et. all (2018) that " A new body of research has begun to investigate the features of picture book that support children's learning and transfer of that information to the real world." The idea implied that children picture storybooks have been developed by many authors and how those books influence the development of children language.

In term of Diglot picture children storybook, it is a kind of children story book written into two languages (first language and second/foreign language). When the children story book is written in two languages such as Ambon-Malay and English, there are some benefits gained by the learners such as; a) the learners can study both languages automatically with enjoyable way, b) the learners know about their culture through folklore, c) the learners will be proud of their own culture that they never known before, d) the learners can preserve their culture by story-telling for other students from other countries, e) the learners know about their identity and realize about the multicultural of their country, f) the learners can *Think locally to act nationally and globally* in facing globalization era without forget of their identity.

The purpose of writing this article are sharing relevance theories about diglot picture storybook based on Maluku Content and its relevance with your learners' literacy. It is expected that by sharing this article, EFL teachers in Maluku will be motivated to develop the similar type of children story book as the supplement materials to support their learners in developing their language literacy.

Characteristics of Young Learners

When we are teaching it is important for us to know characteristics of our students. By knowing students' characteristics teachers will be able to decide what should be taught to them therefore they can be engaged in learning process. According to Halliwel (1992) young learner characteristics are

1. They are very good in interpreting meaning even though they do not understand individual word. This implies that they can learn second language by guessing and by guessing also they can what their teacher are saying
2. They have creativity even though they have limited language. They may have limited vocabulary but they creativity in using language is not limited

3. Most of the time young learners learn indirectly rather than directly
4. Their words are full of imagination.

From those characteristics above the experts have tried to divide characteristics of young learner into three sides, physical side which relates to their nature and habit, social side which relates their activity to others and their environment and psychological side which relates to how children psychological when they do the activity.

In learning English foreign language there are several characteristics of young learners proposed by experts such as follows:

1. Young learner are curious to try something new and they like to explore concrete to abstract things (Pinter, 2006). Regarding this characteristic, it is important for teachers to teach concrete concepts that children can understand and relate.
2. Young learner construct meaning based on their experiences (Cameron 2001). This implies that teachers should provide many experiences for their young learners in learning language. Hammer (2001) confirms that young learner learn from what they see and hear. They do not simply learn from teachers' explanation. They learn best when they are giving chances to experience it.
3. Young learner learn best when learning are meaningful, interesting and functional (Brown 2001). Opportunity should be given to these learner in order to make leaning meaningful. Young learner should be given chances to make their own choices and they will relates those choices to their own want and need.
4. Young learner learn best in social context (Scott, 1990) and prefer to learn in non – competitive environment (Mustafa, 2003). This indicates that in learning process competition should be avoided because it can be stressful and overwhelm for young learner.

Developing Literacy for Young Learner

Literacy consists of two language skills. They are reading and writing. Cameron (2001) provides two functions of literacy, social and cognitive function. Social function relates to opportunities to share ideas to others in different space and time and cognitive function relates to ability to use specific knowledge to understand how written language is used in processing text by individual. From these two functions of literacy, it can be concluded that by having literacy skills young leaner can share what they have learnt and have known to others.

In developing literacy for young learner, it is important to for teachers to know young learners' learning style and strategies. According to Nunan, (1989) developing literacy skill can be parts of getting or using skill. They can apply what they have learnt. Young learners' literacy skills can also be developed through much exposure to reading and writing and this can be done by every day reading in classroom (Lems at all, 2010) and emergent literacy where young learn to read without any teaching, and step by step they learn from exposure to text and reading.

Literacy developments in young learner cannot be separated from learning activities therefore learning activities is not only for fun purposes but it goes beyond it. It should have educational purposes. Activities done in promoting literacy skill should have learning objectives and should make learners engage in the activity. Willis (1996) states that learning activity not only merely about practicing of language form, it should be an outcome of learning.

The Essence of Maluku Folklore

Folklore is one form of oral traditions from various regions which is told from generation to generation with the aim that is not lost from a regional culture. Folklore has an important role in storing local cultures and traditions that are believed to have positive values in developing character, storing and passing on these ideas and values to the next generation. The folklore is maintained and maintained with the aim that the next generation can continue to recognize, respect and maintain their cultural and cultural exclusivity.

The forms of oral tradition above are not only used to tell a story, but also to pass down various traditions and values and other needs that cover almost all aspects of life. Indonesia has an abundance of cultural heritage through the diversity of oral traditions in each province, where the noble cultural values need to be transformed to children and future generations.

One of the provinces which is unique from oral tradition is Maluku. Maluku is known as the land of kings, with 11 districts / cities that have a wealth of folklore such as legends, fables, myths or historical stories. In these folktales we can find the history of Maluku. These stories illustrate history and introduce community culture as forming values while also teaching children about the culture of the people who become Maluku's identity. These folktales in ancient times are usually used as a lullaby for children, to tell stories when relaxing with family and others. The stories are written in folklore lead children to see the gates of the diversity of Maluku culture. It contains positive values in building the character and personality of children. From the stories told, children can find out the history, culture, ways of thinking, efforts of ancient parents with the principles of life, teachings that are taken as well as the behaviors taught at that time and the children's meal to be able to take meaning from story read.

Reading folklore, the other language skills that are listening, speaking, and writing can be developed so that children are increasingly motivated to improve their literacy. Teaching using folklore can be done not only in schools integrated with school subjects, but can also be done at home or anywhere when they can find sources of folklore that easily. Some Maluku folklore that can be used includes stories about, Nene Luhu, Kolmedni, Copper Water Story, Putri Tujuh, Batu Badaong, Nene Luhu, Lompa Fish, Origins of Cloves, Water Artisan, and others. Below are the examples of Maluku folklore written in two languages (Ambon Malay and English).
1st folklore

Kolmedni
(Orang-orang dari Pulo babar Pung Carita Soal Timba Laor)

Orang-orang dari Pulo Babar bilang timba laor par Kamedni. Timba laor ni dong disana su biasa biking akang pas di akang pung waktu. Itu jadi di bulang Februari sabang taong. Dong disana bilang timba laor par Komedni ni, tagal itu asal dari tete Kola pung nama.

Tete Kola ni asal dari desa Watruun. Desa ni akang kacil sa, akang ada di Pulo baabr. Antua ni jaga pi tangkap/mangael/jarring ikan deng timba laor. Orang-orang di Pulo Babar pung musim timba laor di bulang Februari sabang taong. Tete Kola ni jaga pi timba laor lai. Jadi ontua kasih siap barang-barang yang ontua parlu par timba laor. Itu ada nikliwra, purpuka dengan lobe. Niklirwa ni biking dari batang gandum yang su karing, purpurke ni biking dari daong palem. La lobe ni biking dari daong kalapa karing. Lobe ini jadi obor par biking tarang.

Pas su oras for timba laor, tete Kola ni pi ka pante. Sampe di pante antua dudu di atas batu karang satu deng pegang nikliwra. Waktu antua ada timba laor, antua bilang for laor kata" Kalo ale ni manusa, ale bawa beta pi kale pung kampong". Seng lama lai laor banya urung antua. Laor dating tamba banya sampe akang pung laste antua jatu , la laor-laor bawa antua ka tengah lautang la antua tingalang. Bagitu ontua sadar, antua su ada di kampong laor. Di kampong ni antua musti making atong dengan gandum par sagala hari. Antua pung hati palng susa tingal disana. Tarus antua bilang par Raja laor kata "antua inging bale kombali ka antua pung kampong" La raja laor bilang par antua," Tete Kola nanti bae kombali ka antua pung kampong taong muka." Orang-orang di tete Kola pung kampon Watrupun piker kalo antua su hiang di lautang tagal tingalang.

Bulan Februari taong muka, orang-orang di pulau Babar su siap-siap par pi timba laor. Deng Raja laor jua pegang antua pung janji par kasi bale/pulang tete Kola ka antua pung kampong kombali. Pas su waktu par timba laor di pante, skerek lai tete Kola su ada sama-sama deng orang banya tu. Orang-orang yang ada di situ takajo paskali waktu dong lia tete Kola masih hidup. Tete Kola bawa pulang otong deng gandum yang ontua ambe di kampong laor. Antua bawa pulang akang par antua tanang di antua pung kampong lai.

Mulai dari oras itu setiap bulang February, orang-orang Babar bilang timba laor par Kolmedni.Kolmedni pung arti tete Kola pung laor. Masarakat Babar bilang dong pung hidup ni dong seng bicara deng manusia sa, amr deng samua yang Tuhan biking di dunya ini. Ini for kasih inga kala tiap orang musti pegang dia pung janji deng bisa tau soal alam.

KOLMEDNI
(The story of Timba Laor from Babar Island)

Kolmedni is the word from Babar language which means '*timba laor* ' in the tradition of Babar people. The word *Kolmedni* means 'Tete Kola's laor. It is called *Kolmedni* because it named form *Tete Kola* from *Watrupun* village; a small village in Babar island. *Tete Kola* was the old man and usually went to the sea to catch fish or did *timba laor*.

Every February, people in Babar Island usually took *timba laor*, and so did *Tete Kola.* He prepared the equipment needed for *timba laor* such as *nikliwra* (a

basket made of yarns) , p*urpurka* (a basket of palm leaves), and lobe (a torch made by dried coconut leaves). He went to the beach. He stood on a rock and took out his *nikliwra*. While he took the *laor,* he spoke to *the laor* ' if you are human, brought me to your village ". A few moments later, many *laor* came surrounded him. *Laor* continued to grow surrounds him and suddenly Tete Kola was lifted up and be carried away to the middle of the sea. *Tete Kola* was sunk.

Tete Kola was shocked because suddenly he was in the village of *laor.* In this village, *Tete Kola* should eat daily food were *otong* and wheat. *Tete Kola* had great difficult to live there. Then he told to the King of *Laor t*hat he wanted to go home. The King *Laor* said that the later next year, *Tete Kola* would be in home. In the *Watrupen* village, people thought that *Tete Kola* has disappeared because he was sunk in the sea.

In February of the following year, people in the village were getting ready for *Timba Laor* and The *King Laor* was loyal to his promise to took back home *Tete Kola*. AT the *timba laor* tradition happened in the beach, suddenly *Tete Kola* found himself in the middle of people crowed. How surprised everyone looked at Tete Kola because He was still alive. *Tete Kola* returned to the village. He brought along otong and wheat from the *laor* village to be planted. Since that time, every February the people in Babar called the *Timba Laor* with *Kolmedni* which meant *Tete Kola's Laor*. Afterwards, the habit of *Timba laor* is considered to be related to this story. In the Babar community life, it was believed that communication is not only between humans, but also with other God's other creation (nature). Everyone learn about the commitment and balance of life with nature. (source: It was written by Pdt.Abraham Beresby as told by Tete Banci Mose Almarhum, Watrupun and Bapa Ucu Etwiory, Tepa)

2nd Folklore

Negeri Soya pung Carita Soal Tuang Putry (Nene Luhu)

Bapa Raja Soya ni ada pung ana parampuang satu. Ana ni paleng manis. Dia pung papa deng mama paleng sayang dia, bagitu lai deng samua orang yang tinggal sama-sama deng dia. Dia biasa dipanggil tuan putri. Tuan putri ni paling suka basulam, jadi sagala hari dia basulam, dan itu paleng suka dia biking. Satu hari, pas hari minggu. Tuang putri ada basulam, deng kampinjang babunyi, waktu kampingany su babunyi, itu tanda kalo samua jamaat musti maso gareja par ibadah. Mar, tuang putri ini macang seng dengar kampinjang babunyi, dia tetap basulam sa. Dia pung papa dengan mama kasi ingat dan tagor dia kala kampinyang sa babunyi, jadi nona musti barenti basulamlalu pi kareja. Mar tuan putri acu tau deng apa yang dia pung papa deng mama bilang tu. Baitu kampinjang babaunyi kali ka tiga jamaat samu su ada dalang gareja par ibada. Tuang putri ni seng pi gareja, dia tinggal sandiri di ruma biking dia pun karja tu.

Skrek bagini di apung klos banag jatu di flur,klos tu taguling mas aka lobang satu. Lobang itu akang ada di jiku dindin ruma. Skrek tuang putri jatu ka dalang lobang tuh lai. La mulai dari oras itu jua seng dapalia tuang putri lai. Dia hilang deg seng tahu dia ada dimana. DIa Cuma muncul di tenga-tenga kota par waktu yang orang-orang seng tahu.

Dolo kalo wer panas tarang la skrei lai ujang turung, yang orang Ambn bilang ujang panas. Itu tanda kalo Nene Luhu ada bajalang Tuang pruti ni ilang, stu susa paskali par katong tau, akang pono deng rahasia. Dia su jadi roh laeng, su jadi Nene Luhu. Orang-orang yang tinggal di tampa-tampa sunyi ka di tampa-tampa jauh, macang di pinggir-pinggir utang ka dekat air batang, dong su tahu apa yang dong musti biking biar Nene Luhu seng basumbunyi dong. Jadi dong pake daong rutu-rutu babarapa daong la taru akang diatas dorang pung kapala. Dong biking bagitu par jadi tanda kalo Nene Luhu kanal dong, tagal dong tu Nene Luhu pung anana cucu. Nene Luhu seng ambe dong tado-tado la pi sambunyi dong.

Waku hal itu jadi, Belanda yang pegang pareta di Ambon. Balanda anggap negeri Soya ninegeri yang pung pangaru kuat par balanda. Tagal itu Balanda hidop bae deng negeri Soya.Sabang kali kalo Balanda ada masalah yang susa, Balanda nanti minta Raja Soya yang pikir akang. Dolo ada carita kalo Balanda pung satu orang jenderal/tantara yang pangkat tinggi ilang, Jenderal ini gubernur Limburg. Dia ilang di Ambon par taong 1919. La masarakat Ambon pikir kalo gubernur tu, nene Luhu ka Tuang Putri negeri Soya yang sambunyi ontua. Nene Luhu ni jaga tukar-tukar dia pung rupa jadi manusia biasa sampe orang seng bisa kanal dia.

Carita soal Nene Luhu ni, orang-orang jaga carita akan par dong pung anana cucu. Dong carita akang akang biar anana cucu ni seng barmaen di panas tarang. La lewat carita orang ni, orang tatua harap biar anana sen barmaeng di panas tarang la nene Luhu seng ambe dong tado-tado la pi sambunyi.

The Mysterious Princess from Soya Village

The King of Soya had a beautiful princess. She was loved by her parents and all the relationships in the house. She loved to embroider her dress and she always spent all days with her work. In the Sunday, while she was embroidering suddenly the bell of church was rang which meant that the community should went to the church to follow God service. The Princess seemed want to hear the church's bell and still continued to embroider. The King and his wife came and reminded their daughter to stop her work and be prepared to go the church. The princess didn't listen to her parent and still continued to work. At that time, the second church bell was rang but the princess still embroidered her dress. She didn't want to go to the church. When the church' bell was rang for the third time, all the community had in church except the princess still was in her home while embroidered he dress.

Suddenly her gloss felt down in the floor. When she wanted to take it, it still was rolled over and over forward to the small hole at the corner of her house. The princess ran to take the gloss and suddenly he felt down into the hole too. Since that was happened, her parent and all the community never saw her and she never appeared to her parent. She was gone mysterious and became the supernatural creature which arose in the city for certain times.

In the past time, when the sunny day and suddenly there was a rain, it was signed by Ambones that the princess or Nene Luhu was walking on the street. The people who walked in the forest or in the river would take the 'rutu leaves' and inserted into their hair. They assumed that when the princess look at the 'ruhu

leaves' in their head, she would know that the people were her relatives, so that she would not kidnap them

At that time, The Nederland was authority in Ambon city and Soya has great influence for the Netherland Authority. The Governor of Netherland always asked the King of Soya for any decision he made. In the story of people there that The Governor Limber was missing in Ambo city at 1919 and it was caused by the princess or Nene Luhu. They believed that the governor was kidnap by the Prince or Nene Luhu. Sometimes the princess could appear as the usual woman and it could not recognize by people. This story always was told by parents for their children to remind the children to do not play outside in the sunny day so they would not be kidnap by the prince or Nene Luhu. (Source: Dra, Ny.F. Sahusilawane, M.H dan et all.(2006). Mitos-Mitos Berlatar Belakang sejarah. Depertemen kebudayaan dan Pariwisata. Balai Kajian Sejarah dam Nilai Tradisional, Provinsi Maluku dan Maluku Utara).

Diglot Picture Storybook Based on Local Content and Its relevance for young Learners' Literacy

One way to build young learners' literacy is by proving them with diglot picture story book. It is a kind of story book containing two languages and supporting with the relevance pictures. It is called diglot because it is written into two languages whereas picture story book is the combination between texts and illustrations. According to Mitchell (2003:87), "Picture storybooks are books in which the picture and text are tightly intertwined. Neither the pictures nor the words are self-sufficient; they need each other to tell the story. Furthermore, according to Glazer and Giorgis (2005:52), the pictures in picture books, particularly in the case of non-fictional picture books, can "help children to become careful observers and interpreters of visual aids".

Lankford (2010) pointed out that the meaning of a storybook is built through the relationship between the text and its illustrations. He then described that in writing a story, texts and pictures have significant role in shaping the writer's perspectives of a story. Both words and illustrations direct readers to have clear picture about the story.

Fleming and Bilman (2012; 4) argued that " the text in illustrated storybooks must provide a balanced perspective and do not emphasize the issue in the story, and the content must also be accurate for a non-fiction book." In line with this idea, Lankford (2010) as it is quoted by Thamrin (2019) explained that in picture story book, illustrations have an active role and show the real description from words. It gives mood and setting in a story as well as define and construct characters that cannot be fully explained by texts or words. She continued wrote that illustration forms a character based on the situation and emotions described in the story and it is supported by showing the actions and reactions of each other's characters by giving an additional description of the character.

Chang (n.d) in his dissertation entitled 'the role of children literature in teaching of English to young learners at Taiwan wrote quoted the ideas of Mines, (2000) and (Lewis, 1990) that the fact that the relationship between text and

pictures in picture books can vary means that they provide children with an opportunity not only to understand and interpret text, but also to create a story of their own. He then explained as it written in (Mines (2000: 210) that "the levels of meaning and the ambiguities created in the relationship between words and pictures" mean that picture books present a challenge to children. In particular, children from different cultural backgrounds bring their own cultural knowledge to bear on interpretation. It is important, therefore, that teachers of English who use picture books to present, revise and practice language are aware of this: it is something that can have a very important bearing on the selection and use of picture books in language teaching and learning contexts. (Chang, n.d: 17)

It can't be denied that through reading picture story book, young learners can gain positive impact in which they can learn the value of life through the story. When young learners are used to read picture story books, it can be an effective means for developing their language as well as their mental images. Moreover, when the story is written into two languages, they will learn both languages naturally as they read. The illustrations/pictures of the storybook have an essential role because it provides visual imagination for children to grasp the content and understand it easily. As it is pointed out by Chang (n.d) that "children in the early stages of the learning of an additional language need pictures that convey clear messages".

In terms of diglot picture story book based on Maluku local content, it is developed to fulfill young learners' need in developing their language literacy. The story book is created based on the result of needs analysis in developing diglot picture story book. The needs of developing diglot picture story book based on several facts found in education field particularly in Maluku such as; 1) the result of needs analysis on the children story books at elementary and junior high schools in Maluku showed that the stories are not related with the local content of Maluku (Tamaela, 2013). As the result, most children lack of interest to build their language because they have no background knowledge of the existence of story book. 2) the study of *Educational Products Information Exchange* revealed that less than one percent from half of millions of curriculum content which are sold by the publishers who had done with the try- out of the developed materials but less to revise it before continued to be published (Borg, Gall and Gall, 2003), 3) The English textbooks provided by the government less covering the Maluku local contents, and 4) most students in Maluku didn't know well about their local culture because less of references. From those facts, it is important to develop diglot picture story book for young learners as learning sources to develop their language literacy.

Many benefits gain from reading diglot picture story book based on Maluku content as follows;

1) According to Fisher et al. (2003), children's literature in providing models of language structure, can be useful in promoting children's literacy development. The idea meant that by reading diglot picture story book based on Maluku local content, it can provide model of language structure bot in Ambon Malay and English and it is useful to promote young learners' literacy development.

2) According to Winch et al. (2004, p. 402), children's literature "provides a wonderful opportunity for children to see language in action", "a great resource for more formal learning about the structures of language" and "a locus for learning about these structures in meaningful contexts". The idea implied that through reading diglot picture story book based on Maluku local content, young learners can see, write, and listen to the real language from the story itself.

3) Ghosn (2002, p. 173) explain the reasons of using authentic literature such as Authentic literature provides a motivating, meaningful context for language learning, since children are naturally drawn to stories, and it can promote academic literacy and thinking skills, and prepare children for the English-medium instruction. The ideas suggested that as a part of authentic literature, diglot picture story book based on Maluku local content can motivate young learners to learn both languages in meaningful contexts when they describe the story by their own words as well as promote their academic and thinking skills.

4) According to Tamaela (2017), reading a diglot picture story book based on Maluku Local content, young learners know about their identity and realize about the multicultural of their country, and they will learn to think locally to act nationally and globally in facing globalization era without forget of their identity.

Conclusion

The needs of develop diglot picture story book for young learners which suit with their local content is very crucial to develop their literacy development. Considering the characteristics of young learners and their literacy development can lead teachers in creating meaningful and creative reading and listening activities. Appropriate Selecting folklore in Maluku content based on young learners' interest and their learning styles can engage young learners to explore deeply about the story when they connect it with their own experiences and context. Creating reading texts in the form of diglot picture story book is a good and applicable way, and still relevance to develop young learners' literacy.

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LISTENING STRATEGIES OF STUDENTS AT ENGLISH EDUCATION STUDY PROGRAM OF PATTIMURA UNIVERSITY AMBON; IMPLICATION FOR TEACHING LISTENING

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Abstract. The present study investigated the implementation of various strategies performed by Indonesian EFL learners. Sixty students of English Education Study Program at Teachers Training and Educational Sciences Faculty of Pattimura University in Ambon were studied on their use of various listening strategies. The result of the study shows that most of these students applied social/affective strategies (76.6%) and metacognitive strategies (46.6%). The use of these strategies were favored by the students as listening strategy preferences due to their effectiveness in facilitating comprehension. The students' perception on various strategies was identified and implication for teaching listening is further discussed in the article.
Keywords: English as a Foreign Language (EFL), Listening comprehension, listening strategy.

Introduction

Listening has an important role upon a language development process. Although to some extent, its importance might less considered by those who thought that this skill may only be picked up along way the journey of learning other English major skill such as speaking, reading and writing. Listening is a unique skill that needs a systematic and regular training especially in context where English is taught as a foreign language. It is the ability to receive and interpret messages in the communication process. Listening is an effort in the part of listener to gain understanding by using the sense of hearing and the ability of thinking to carry out interpretations received from the speaker's verbal message. Sharma (2011) stated that listening is communication procedures needed by the listener to understand, interpret and assess what they hear. This happened mainly through the process of capturing, understanding and remembering.

Lack of English language skill is partially rooted from the lack of listening skill. As listening is a building block to other language skills, poorly administered listening class may lead to deficiency in language mastery or even failure in language learning process. The challenges faced by many EFL learners in the listening process are vary and considerably complex. The challenges might be in the form of vocabulary limitation, structural component of the text, words recognition until the speaker's pronunciation. These seemingly unbearable aural tasks has left many nonstrategic EFL learners with distressful feeling and gradually being demotivated to continue learning English.

Foreign Language Learners and the Use of Listening Strategies

Good language learners use various strategies to help them listen and comprehend spoken English. Listening strategies are procedures that provide and recall listening input directly to the comprehension. In listening, the learners need to know the strategies that can help them comprehend the message from the interlocutors while trying at their best to reduce many comprehension barriers. In other words, the ability to use an appropriate listening strategy may promote comprehension and the training on the use of these strategies is pivotal.

In the listening process, students must be trained to use strategies that will enable them to take active role in communication so effective communication can be established. It its broader sense, Oxford (2003) suggests that strategies are relevant process of behavior or thought that students use to improve their own learning. While listening strategies in particular, can be classified as how the listeners process the input. The listeners must know the background of the topic, the situation, the context as well as kind of text or speech. It can help students interpret what they are listening of, and can anticipate what they will hear next. This implies that for the foreign language learners, listening and listening strategies must be systematically taught and practiced on regular bases.

Canpolat, et al (2015) points out that students used different strategies in some aspect such as cognitive, affective, and psychomotor-based strategies to perform active listening. Generally, some students used cognitive strategies such as paying attention on interlocutors' verbal deliverance, taking notes, making associations and analogies, asking questions and seeking the main ideas. In addition, students also used psychomotor-based strategies such as, being close to the board while activating both the head and the eyes, making eye contact, generating feedback, sitting up straight, paying attention to gestures, facial expressions, tone of voice, and stresses in speech.

Listening and Listening Comprehension defined

According to Rost (2009 as cited in Ahmadi 2016), listening is an active mental ability that helps us to understand the message delivered in communication. While Sabouri (2016) asserts that listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy. Additionally, Brown (2001) maintains that listening is the main element in teaching and learning language because in the classroom learners do more listening than speaking. It means that listening is an important process in our daily life within which fully language ability may developed.

In confirming this fact Yildirim (2016) asserts that listening has an important role both in daily life and in academic contexts as it is crucial for people to sustain effective communication. In emphasizing the importance of listening, Anderson and Lynch (2003 in Yildirim 2016) state that listening skills is as important as speaking skill because people cannot communicate face-to-face unless both types of skills are developed together. Additionally, listening skills are

also important for learning purposes since students receive information and gain insights through listening (Wallace, Stariha & Walberg, 2004 in Yildirim 2016).

Interestingly, this stipulation is strengthened in general work field by the study of Tyagi (2013) who claims that good listening makes workers become more productive. If message given by the manager responded accordingly because of the good listening and accurate interpretation in the part of the workers, the communication is said to be effective thus leads to optimal required action. Workers can perform the job efficiently upon hearing, understanding, remembering, evaluating and responding the messages. The ability to listen carefully will allow a person to:

a. Understand assignments in better way and find what is expected from him.
b. Build rapport with co-workers, bosses, and clients.
c. Show support.
d. Work better in a team-based environment.
e. Answer questions.
f. Find underlying meanings in what other people say.

Listening ability must be understood as more than just communication. The ability in listening is to go from knowing and doing as evidenced by feedback and response appropriate with the message delivered by the speaker. The listening process is an important factor in the communication process which is influenced by many things. According to Tyagi (2013), listening strategy is the activities or procedures that provide recall and listening input directly to the comprehension. Listening strategy is meaningful as a careful plan for activities to achieve specific listening goals. Listening strategy can also be interpreted as an effort to be anticipated so that the objectives of listening can be achieved.

One element in the listening strategy is mastering various listening approaches. For examples the use of video segment method including news programs, documentary films, dramatic and comedy material. In this method, we can select the portion length of the video segment based on the skill level of our students. First watch the segment without any sound and discuss it together. Encourage the student to identify what they think will be the content of the segment. Then, watch the segment again, this time with the sound, allowing students to take notes as necessary for their skill level. After the segment student can write a brief summary of the segment.

Listening Strategies in Debilitating Comprehension Problems

Zhang (2012) points out that the importance of strategy is to help learners become more aware of the strategies they could use to learn more effectively, and to monitor and evaluate their listening process. The strategies will lead learners to a better comprehension. In that way student can improve their listening ability. It is evident that students frequently face many obstacles in listening. Particularly for EFL learners, understanding the meaning of each word or sentence can be a great challenge for them. They hardly can understand what the speaker says, due to many unfamiliar words, stressed words or accent that they found strange in their local ears.

Several difficulties which are experienced by foreign language learners have been identified by linguists and language researchers. Yavuz (2015) for example, has noted some of them. Firstly, people can communicate face to face unless the two types of skills, listening and speaking, are developed in tandem. Secondly, comprehending what people are listening in English as one of the worldwide languages and the fact that there are millions of people who learn and speak using English as their first language, constitute the problem why EFL learners hardly can understand what they are listening. The learners may have developed other skills to some degree but English teachers recognize that listening is the major skill in enabling the learners to use their other skills. Thirdly, people cannot practice listening in the same way as they can practice speaking. At least the part of speaking that has to do with pronunciation because the listener cannot predict the communication (Anderson & Lynch, 1988 in Yavuz et al, 2015).

EFL educators and teachers in both English as a second or foreign language contexts have tried to suggest methods, teaching approaches, in order to help the learners alleviating cumbersome tasks of attempting to comprehend foreign language speech. Bingol (2014) proposed some strategies by which can help students in improving their listening comprehension skill. Among those strategies, the main ones are listed as cognitive, metacognitive and socio-affective strategies in listening comprehension. The author further provide explanation on each strategy as follow;

1. Cognitive strategy

   This is a strategy that is used to understand linguistic input and obtain the data. Learners sometimes do not know the meaning of the words and they try to guess the meaning from the context. This is an example of cognitive strategy. The cognitive strategy is connected to comprehending and accumulating input in short term memory or long-term memory for later access. Comprehension starts with the received data that is analyzed as successive levels of organization-sounds and words as a process of decoding. It is a problem-solving strategy that learners use to deal with the learning task and to ease the acquisition of knowledge. The examples of cognitive strategies include repeating to memorize, summarizing and piecing together details (Bingol, 2014). Similarly, Sabouri et al, (2016) expressed that, there are two types of cognitive strategies in listening: First, bottom-up strategies which covers word-for-word translation, arranging the rate of speech, repeating the oral text, and concentrating on the characteristics of the text. Bottom up strategies are text based on the listener relying on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom up strategies include: listening for specific details, recognizing cognates, and recognizing word-order patterns. Listeners need to learn how to use both processes to their advantage depending on their purpose for listening. Bottom-up processing starts with the lower-level decoding of the language system evoked by an external source like incoming aural information, and then moves for interpreting the representation through a working memory of this decoding in relation to higher level knowledge of the context and

the world. The second one is top-down strategies that involve forecasting, guessing, explaining, and visualization. Top-down processing explains that listening comprehension is achieved through processing which involves prediction and inference on the basis of the hierarchies of facts, propositions, and expectations by using an internal source such as prior knowledge.

2. Metacognitive Strategy

In this strategy, learners are conscious when listening to the text attentively. This strategy deals with learning how to plan, monitor and asses the gathered information from the listening part. This is particularly conducted as pre listening activities (Holden, 2004 in Bingol 2014). Metacognition can be defined as "thinking about one's own thinking" like students who can recognize suitable learning methods in the proper situation. A student may understand he has difficulties in finding the connection between important concepts within a story. If he is taught to use a graphic organizer, such as a concept map to identify the main concepts and connect them together using lines, similar to a spider web, then that student has used metacognition to complete the task (Nelson & Conner, 2008 in Bingol 2014). Wenden (1998, in Bingol 2014) claims that students who use metacognitive strategies have the following advantages:

1. Learners use learning strategies.
2. They learn faster and integrate the knowledge remarkably.
3. Learners define themselves as constant receivers and can properly deal with all situations.
4. They have self-confident to get help from partners, teachers, or family when needed.
5. They observe and evaluate why they are prosperous learners.
6. They handle the situation when things go wrong throughout the task.
7. Their strategy is compatible with the learning task and adaptation are made to reflect changing conditions.

The metacognitive strategy is also a kind of self-regulated learning. It included the check, monitor, select, revise, and evaluate, etc. For example, for metacognitive planning strategies, learners would clarify the objectives of an anticipated listening task, and attend to specific aspects of language input or situational details that assisted in understanding the task. Generally, it can be discussed through pre-listening planning strategies, while-listening monitoring strategies, and post-listening evaluation strategies.

3. Socio-affective strategy

According to Sabouri et al (2016) socio-affective strategies are techniques that listeners use to cooperate with others, to check their comprehension, and to reduce their apprehension. Affective strategies are very significant because the learning situation and learners' social-psychological factors are closely related to each other. There is significant relationship between low anxiety and high listening performance that is, the use of affective strategies makes easy and improve listening. Among all four strategies of

listening comprehension, social and affective strategies had the most effect on the learning context. Socio-affective strategies are related to students' interaction with other speakers and their reactions towards learning. In socio-affective strategy, students should know how to decrease anxiety, feel confident during listening activities, and raise motivation in improving listening skill.

As mentioned earlier, the three strategy areas in listening, namely cognitive, metacognitive and socio-cognitive help students in the EL learning process, the process of thinking, solving problems and making decisions. Cognitive strategies reflect how one learns, remembers, and thinks and how to motivate themselves. Metacognitive strategy is the ability to learn how learning should be carried out which includes the planning, monitoring and evaluation processes. Socio-affective strategy is the strategies that can help students to improve their listening skill, because these strategies related to interacting with other students, the speakers and students' ability towards learning in listening activity.

Methodology

In accordance with deLeeuw (2008), this study collected quantitative information which was systematically gathered from a relatively large sample taken from population (p. 2). Students' strategies in listening activities in English Education study program were investigated through the following procedure.

Population and Sample

In conducting the research, a battery of questionnaire was distributed to students at English Education Study Pprogram in Advanced listening class at Faculty of Teacher Training and Educational Science of Pattimura University. The subject of this study was the students enrolled in Advanced Listening class in academic year 2015/2016. These students were chosen as population of this study that conform to specific criteria and to whom the researchers intended to generalize the result of the research (McMillan, 1996 in Fauzi, 2012). This study took a sample which is made up of individuals, items or events selected from a larger group referred to as a population (Gay, et al 2006 as cited in Fauzi, 2012). In addition, Arikunto (2006) defined sample as some or representative of the population for examination. In carrying out the survey according to Arikunto, if the subject is less than 100 the researcher is recommended to take all the population to become the sample. If the number of the subject is larger, then the researcher should take 10-15% or 20-25% or more. Since the number of population was 60, then the researchers took all students as the sample.

Technique of collecting the data

This present study used a battery of questionnaires that contains questions items concerning the purpose of the research.

Questionnaire

The instrument used to gain data from the respondents is questionnaire which has undergone validation process. Creswell (2008) stated that the

questionnaire is a form used in a survey design that participant in a study complete and return to the researcher.

Result and Discussion
Quantitative Data
　　　　To answer research questions of this study, two questions were addressed to be answered by 60 English Education Study Program students. The answers of the questions can be categorized into two areas; 1) the strategy that commonly used by the students, 2) the students' perception towards strategy in listening.

The strategy that the students mostly used in listening activity
　　　　To find out the strategies that commonly used by the students in listening, three area of strategies were listed and the students have ticked the kind of strategy they heavily used, frequently used, sometimes used, rarely used and never used in listening. The following table shows the result of their responds:

Table 1. Strategies commonly used by students in listening.

Type of Strategies	NU	RU	S	FU	HU
	F (%)	F (%)	F (%)	F (%)	F (%)
Metacognitive strategies • Pre-listening strategies • While-listening monitoring strategies • Post-listening evaluation strategies	2 (3,3)	4 (6,6)	19 (31,6)	28 (46,6)	7 (11,6)
Cognitive strategies • Cognitive formal practicing strategies • Bottom-up strategies • Top-down strategies	-	2 (3,3)	25 (41,6)	25 (41,6)	8 (13,3)
Social/Affective strategies • Social Strategies • Affective Strategies	-	3 (5)	11 (18,3)	30 (50)	16 (26,6)

NU=Not used, RU=Rarely Used, SU=Sometimes used, FU=Frequently used, HU=Heavily Used

　　　　From the result above, it can be seen that, 11,6% of the respondents were heavily used Metacognitive strategies, 46,6% respondents frequently used it, 31,6 respondents used it sometimes, 6,6% chose rarely used and 3,3% respondents not used metacognitive strategies. Meanwhile, for cognitive strategies 11,6% respondents chose heavily used, 46,6% frequently used, 41,6 % respondents chose

to used sometimes, and 3,3% rarely used. Besides, 26,6% respondents were heavily used social/affective strategies, 50% chose Frequently used, 18,3% respondents preferred sometimes used, and 5% respondent were rarely used any of the strategy. From the findings above, it can be concluded that the strategies that commonly used by the students in listening are: metacognitive strategies and social/affective strategies. Most of the respondents chose from heavily to frequently use of these strategies.

The students' perception on strategy used in listening.

In finding out the students' perception towards strategy in listening, 10 statements were provided in metacognitive strategies. The following table presents the result of the research.

Table 2. Students' perception on strategy used in listening.

Statements	Degree of Frequency				
	SD	D	U	A	SA
Before listening, I anticipate the listening task and use strategies to more understand	-	2 (3,3)	11 (18,3)	38 (63,3)	9 (15)
Before listening, I prepare my Mind to concentrate.	-	2 (3,3)	3 (5)	24 (40)	31 (51,6)
Before listening, I always commit myself t make progress	-	-	9 (15)	32 (53,3)	19 (31,6)
While listening, I don't understand if I am unfamiliar with the speakers' accents.	1 (1,6)	3 (5)	21 (35)	21 (35)	14 (23,3)
While listening, I will check what Part of content I don't understand.	-	4 (6,6)	4 (6,6)	31 (51,6)	21 (35)
While listening, I will double check again my answer	-	3 (5)	10 (16,6)	21 (35)	26 (43,3)
I am aware of my inattention and correct it while doing listening test.	-	3 (5)	15 (25)	25 (41,6)	17 (28,3)
After listening, I reflect on my problems, such as the key words that I don't understa	-	3 (5)	6 (10)	17 (28,3)	34 (56,6)
After listening, I evaluate how much I cou understand	-	1 (1,6)	6 (10)	24 (40)	30 (50)
I will write down the words I don't know after the listening tests and look up the dictionary	2 (3,3)	3 (5)	4 (6,6)	25 (41,6)	26 (43,3)

(*n=60*)

As can be seen in the table above, for the first statement, some respondents (15%) of the respondents stated strongly agree that, before listening, they anticipate the listening task and use strategies to better understand it. Meanwhile,

most respondents (63, 3%) stated agree, several of them (18,3%) stated uncertain, and a few of them (3,3%) stated disagree. In second statements, 51,6% of the respondent who were strongly agree that, before listening, they prepare their mind to concentrate, 40% respondent agree, 5% were uncertain and 3,3% were disagree. For the third statements, 31, a small amount 6% of the respondents stated strongly agree that before listening, they always commit themself to make progress, while about 53,3% of the respondents stated agree, and 15% of the respondents stated uncertain.

In line with the fourth statement which is while listening, they don't understand if they were unfamiliar with speakers' accents, 23,3% of the respondents were strongly agree, 35% agree, 35% uncertain, 5% disagree and 1,6% were disagree. Dealing with the fifth statement, 35% of the respondents were strongly agree that , while listening, they will check what part of content they don't understand. There were 51, 6% of the respondent who agree but slightly 6, 6% stated uncertain and 6,6% also disagree. In regards to the sixth statements, 43, 3% of the respondents stated strongly agree that, while listening, they will double check again for their answer. Meanwhile, 35% of the respondents agreed, 16% of the respondents were uncertain, and 5% stated disagree.

For the seventh statement, there were 28, 3% of the respondents stated agree that, they were aware of their inattention and correct it while doing listening test. Meanwhile, 41, 6% of the respondents stated agree, 25% of the respondents stated uncertain and 5% said disagree. In line with the eight statement, 56, 6% of the respondents stated strongly agree that, after listening, they reflect on their problems, such as the key words that they don't understand. Next, 28, 3% of the respondent agreed, 10% were uncertain and 5% stated strongly disagree. Furthermore, for the ninth statements, 50% of the respondents stated strongly agree that, after listening, they evaluate how much they could understand. While 40% of the respondents agreed, 10% were uncertain, and small 1, 6% of the respondents said disagree.

Referring to the tenth statement, 43,3% of the respondents stated strongly agree that, they will write down the words they don't know after the listening tests and look up the dictionary, 41,6% stated agree, 6,6% gave uncertain answer, 5% stated disagree and only 3,3% who were strongly disagree. From the result above it can be confirm that, strategy has an important role for the English study program students at Pattimura University since from the data shown in table that most respondents were strongly agree and agree. Furthermore, there also listening strategy such as Cognitive Strategies that consist of Cognitive Formal Practicing Strategies, Bottom-up Strategies, and Top-down Strategies. The result is shown in the table below.

Table 3. Students' perception towards strategy in listening (2)

Statements	Degree of Frequency				
	SD	D	U	A	SA
I practice English listening actively in daily lives, such as listening to English radio programs, English songs and	–	3 (5)	15 (25)	23 (38,3)	19 (31,6)

talking to foreigners					
While listening, I try to translate words or sentences into Indonesian	-	1 (1,6)	15 (25)	26 (43,3)	18 (30)
While listening, I apply the new vocabulary, phrases, or grammar I have learned to understand the content.	-	-	8 (3,3)	32 (53,3)	20 (33,3)
While listening, I will notice the information questions such as "who, how, when, where and what" in the content	1 (1,6)	4 (6,6)	14 (23,3)	29 (48,3)	12 (20)
While listening, I try to understand each word	-	3 (5)	6 (10)	29 (48,3)	22 (36,6)
While listening, I repeat words or phrases softly or mentally	-	3 (5)	20 (33,3)	21 (35)	16 (26,6)
While listening, I piece things together from the details	-	3 (5)	29 (48,3)	22 (36,6)	6 (10)
I listen for main ideas first and then details	-	2 (3,3)	10 (16,6)	26 (43,3)	22 (36,6)
I predict or make hypotheses on texts by titles.	-	6 (10)	15 (25)	28 (46,6)	11 (19,3)
I can guess the meaning based on the context.	1 (1,6)	2 (3,3)	14 (23,3)	25 (41,6)	18 (30)
I try to think in English instead of Indonesian	-	2 (3,3)	16 (26,6)	27 (45)	15 (25)
While listening, I form pictures mentally to help me comprehend texts.	2 (3,3)	5 (8,3)	16 (26,6)	26 (43,3)	11 (18,3)
I collect the contents of listening to my personal experiences	1 (1,6)	8 (13,3)	16 (26,6)	25 (41,6)	10 (16,6)

(*n=60*)

The table above revealed that for the eleventh statements, 31, 6% of the respondents stated strongly agree that, they practice English listening actively in daily lives, such as listening to English radio programs, English songs and talking to foreigners. Meanwhile, 38, 3% agreed, 25% of the respondents said uncertain, and 5% said disagree. For the twelfth statements, 30% of the respondents stated strongly agree that, while listening, they try to translate words or sentences into Indonesian. 43, 4% stated agree, 25% choose uncertain, and 1, 6% stated disagree. For the thirteen statements 33, 3% of the respondents stated strongly agrees that, while listening, they apply the new vocabulary, phrases, or grammar they have learned to understand the content. Meanwhile, 53, 3% stated agree, and 13, 3% stated uncertain.

In fourteenth statement, 20% of the respondents strongly agree that, while listening, they will notice the information questions such as "who, how, when, where and what" in the content. While 48, 3% agreed, 23, 3 of the respondent were uncertain, 6, 6% disagree and 1,6% respondent stated strongly disagree. For

the fifteenth statement, 36,6% of the respondents strongly agree that, while listening, they try to understand each word, while 48,3% of the respondents agree, 10% uncertain and 5% of the respondents were disagree. Moreover, for the sixteenth statement, 26, 6% of the respondents strongly agreed that, while listening, they repeat words or phrases softly or mentally. Meanwhile, 35% respondents were agree, 33, 35% were uncertain and only 5% disagree.

Next, for the seventeenth statements, 10% of the respondents were strongly agree that, while listening, they piece things together from the detail, there were 36,6% of respondents who agree, 48,3 of the respondents stated uncertain, and 5% of the respondents stated strongly disagree. In regards to the eighteenth statements, 36, 6% of the respondents stated strongly agree that they listen for main ideas first and then detail. Meanwhile, 43, 3% of the respondents were agree, there were 16, 6% who uncertain and 3, 3 disagree. For nineteenth statements there were 18, 35 of the respondents strongly agree that they predict or make hypotheses on texts by titles. While 46, 6% of the respondents stated agree, 25% stated uncertain, and 10% respondents sated disagree.

Meanwhile, for the twentieth statements, 30% of the respondents strongly agree that they can guess the meaning based on the context, 41,6 of the respondents were agree, 23,3 who uncertain, 3,3% stated disagree, and 1,6% who strongly disagree. Dealing with the twenty one statement, 25% of the respondents were strongly agree that they try to think in English instead of Indonesian, 43% of the respondents agree, while 26,6% of the respondents said uncertain and 3,4% stated disagree. For the twenty two statement 18,3% of the respondents strongly agree that while listening, they form pictures mentally to help me comprehend texts, 43,3% of the respondents agree, 26,6% said uncertain, 8,3% of the respondents stated disagree and 3,3% only strongly disagree.

In line with the twenty three statements 16,6% of the respondents strongly agree that they collect the contents of listening to their personal experiences, next 41,6% respondents agree, 26,6% said uncertain, 13,3 of the respondents were disagree and only 1,65% sated strongly disagree. Therefor from the result above it can be conclude that, strategy has an important role in learning listening for students at English study program. Therefore, another strategy in listening that can be used by the students like social/affective strategies. The result is shown in table below.

Table 4. Students' perception towards strategy in listening (3)

Statements	Degree of Frequency				
	SA	D	U	A	SA
If I don't understand what someone says in English, I ask them to repeat what they said	1 (1,6)	1 (1,6)	2(3,3)	33 (55)	23 38,3)
After listening, I ask my classmates or teacher questions I don't understand	-	1 (1,6)	13 (21,6)	29 (48,3)	17 28,3)
I hope teachers can teach me more skills to improve my listening	-	-	6 (10)	17 (28,3)	37 (61,6)

comprehension.				
While listening, I can keep calm and not be nervous.	-	2 (3,3)	12 (20)	29 (48,3)	17 (28,3)
I am confident in understanding the whole contents.	-	4 (6,6)	18 (30)	28 (46,6)	10 (16,6)
I encourage myself through positive-self talk.	-	-	7 (11,6)	32 (53,3)	21 (35)

(n=60)

For twenty four statements, there were only 38,3% of the respondents that strongly agree that if they don't understand what someone says in English, they ask them to repeat what they said, 55% of the respondents stated agree, while 3,3% said uncertain, 1,6% of the respondents stated disagree and strongly disagree. Dealing with the twenty five statements 28, 3% of the respondents strongly agree that, after listening, they ask their classmates or teacher questions they don't understand. Meanwhile, 55% stated agree, 21, 6% of the respondents who disagree and only 1, 6 said disagree. For the twenty six statements 61, 6% of the respondents strongly agree that they hope teachers can teach me more skills to improve their listening comprehension, 28, 3% choose agree, and 10% stated uncertain.

In twenty seventh statements 28,3% of the respondents strongly agree that While listening, they can keep calm and not be nervous, 48,3% of the respondents stated agree, while 20% of the respondents stated uncertain and only 3,3% said disagree. In regards to the twenty eight statements, 16, 6% of the respondents strongly agree that they confident in understanding the whole contents. Meanwhile, 46, 6% of the respondents were agree, there were 30% who uncertain and 6, 6% stated disagree. Lastly, for the twenty nine statements 35% of the respondents strongly agree that they encourage myself through positive-self talk, 53, 3 were agree and 11, 6% stated uncertain.

Discussions
The strategies that the students commonly used in listening of English study program.

The result of the survey that most of English students in English study program (76, 6% of the respondents) used social/affective strategies in listening. They believed that social/affective strategies can improve their learning outcome and encourage themselves through positive-self talk. On the other hand, as explained in previous section where Sabouri et al, (2016) stated that, Socio-affective strategies are techniques that listeners use to cooperate with others, to check their comprehension, and to reduce their apprehension. Affective strategies are very significant because the learning situation and learners' social-psychological factors are closely related to each other. It means that socio-affective strategies are related to students' interaction with others speakers and their reaction towards learning.

Lastly, the most used strategies in listening activity is metacognitive strategy. The researcher considers metacognitive that use to check what part of content, reflect problems, such as the key words that that they don't understand. Zheng (2016) stated that metacognitive strategies used to make a plan for learning, think about the occurring learning process and evaluate the learning upon the finish of an activity. It helps students to facilitate their listening process. Thus, from that point of view it can be seen that metacognitive gave a positive support in helping students in the learning process. O'Malley and Chamot (1990 in Whiple et al 2006) this strategy thinking about the learning process, planning for learning, monitoring the learning task and evaluating how one has learned. Therefore, it becomes important thing for the students to be used to carry out receptive or productive language learning task.

The English Students' perception about strategy in listening

The findings obtained from survey conducted to English students of English study program revealed that most of the students agreed that before listening, they anticipate the listening task and use strategies to more understand it. It becomes a strong foundation to them to prepare their mind to concentrate before listening because some respondents agree that before listening they commit their self to make progress, it useful for them to be more attention in listening process. Furthermore some respondents agree that while listening, they don't understand if they unfamiliar with speakers' accents, because students English study program are EFL students. Due to the respondents agree that it is important for them to check what part of content that they don't understand and some of the respondents also strongly agree that very important for them to double check again about their answer. Because they aware about their inattention and they have to correct it while doing listening test. They believe that after listening, they reflect on their problems, such as the key words that they don't understand, because it is important for them to evaluate how much they understand after listening and write down the words that they don't know and look up the dictionary to know about the word.

Moreover, some of the respondents agree that they practice English in the daily lives such as listening to English radio programs, English songs and talking to foreigners. It brings benefit for them to approve their listening skill. While listening, they also try to translate words or sentences into Indonesian because English is second language for the students at English study program. The data show that the respondents agreed that they apply the new vocabulary, phrases, or grammar they have learned to understand the content. Around 48, 3% of the respondents agree that they will notice the information questions such as "who, how, when, where and what" in the content, and they try to understand each word, they believe that it becomes the strong foundation for them during listening process. from the result it can be showed that the respondents agree that the listen for main ideas first and then details, predict or make hypotheses on texts by titles, can guess the meaning based on the context, and collect the contents of listening to their personal experiences.

On the other hand some respondents agree that if they don't understand someone says they ask them to repeat it again, also some respondents agree that they ask their classmate or the teacher questions if they don't understand, they believe that through this way they can build the relationship with the others and hope that teacher can teach them more skill to improve they listening comprehension. Lastly, while listening 48% respondents agree that they have to keep calm and not to be nervous while listening and some respondents also agree that they confident in understanding the whole contents and they admitted that they encourage them self through positive self-talk.

In conclusion, the English students at English study program at Pattimura University have positive perception toward the strategy in listening. This positive perception leads to the idea that they are aware of how important the strategy used by English students at English study program in listening process such as listening task, exam but also dealing with the communication in real life confidently and wisely.

Conclusion

The use of strategy in listening is really important. The students can perform their listening activity better and well-structured if they apply strategy in their listening process. Furthermore, the students can also learn how to improve themselves through the use of appropriate strategy in the classroom. Generally, the strategy that commonly used by the students at English Education study program at Pattimura University are Metacognitive Strategies (pre-listening Planning strategies, while-listening Monitoring Strategies, Post listening Evaluation strategies), Cognitive Strategies (cognitive formal practicing strategies, Bottom-up strategies, Top-down strategies), Social/affective Strategies. To sum up, those three strategies are effective in helping the EFL learners in the listening process.

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Petunjuk bagi Penulis

Naskah belum pernah ditulis dalam media cetak lain, diketik dengan spasi rangkap pada kertas kuarto, panjang tulisan 10-20 halaman dan diserahkan paling lambat 2 (dua) bulan sebelum penerbitan dalam bentuk ketikan pada disket Computer IBM PC beserta hasil cetakannya pada kertas sebanyak 1 (satu) eksemplar. Berkas naskah pada flash disk diketik dengan menggunakan pengolah kata MS Word.

Artikel yang dimuat dalam jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan dan risensi buku baru.

Semua tulisan ditulis dalam bentuk esei, disertai judul subbab (heading) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul subbab. Peringkat judul subbab dinyatakan dengan jenis huruf yang berbeda (semua huruf dicetak tebal, cetak miring), letaknya pada tepi kiri halaman, dan tidak dengan angka sebagai berikut.

Peringkat l (huruf besar kecil dan cetak tebal, semua rata dengan tepi kiri dan dicetak tebal)
Peringkat 2 (huruf besar kecil dan dicetak miring dan tebal)
Peringkat 3 (huruf besar hanya awal subbab, dicetak miring dan tebal)

Setiap tulisan harus disertai (a) abstrak (50 - 70) kata, (b) kata-kata kunci, (c) identitas penulis (tanpa gelar akademik), (d) pendahuluan (tanpa judul subbab) yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, dan (e) daftar rujukan. Hasil penelitian disajikan dengan sistematika sebagai berikut. (a) judul, (b) nama penulis, (c) abstrak, (d) kata-kata kunci, (e) pendahuluan tanpa judul subbab berisi pembahasan kepustakaan dan tujuan penelitian, (f) metode, (g) pembahasan, (h) kesimpulan dan (saran, kalau perlu) , dan (i) daftar rujukan.

Tata cara penyajian kutipan, rujukan, tabel dan gambar mengikuti ketentuan dalam *Pedoman Penulisan Karya Ilmiah:* Skripsi, Artikel dan Makalah. Naskah (khusus dalam bahasa Indonesia) diketik dengan memperhatikan aturan penggunaan tanda baca dengan ejaan yang dimuat dalam Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan (Depdikbud)