



ELITE JOURNAL:

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Literature, and Education

Muhamad Zayyinul Muttaqin

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Writing Publication through Thematic Progression Models

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Maximizing an Opportunity for Practice in Realizing Students' Writing Publication through Thematic Progression Models

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ABSTRACT

The competence of organizing a highly constructed writing for the students' publication is academically required. Thus, the students are intended to familiarize with various styles to practice. The thematic progression in this case enables to create a meaningful text as it services numerous techniques to accomplish coherence and cohesion. To accommodate them, this researcher aims to guide as well as facilitate them with manual model: the thematic progression. The virtual coaching was done in two sections: 1) The orientation of essential publication for university level through thematic progression models, and 2) The independent construction of the manuscript. The participants were gained from eight semester in majoring English Education Department of UIN Walisongo Semarang in Academic Years 2019/2020. The findings qualitatively reported that the most students increasingly showed some advances in organizing texts by realizing thematic progression technique.

Keywords: Writing Proficiency, Thematic Progression, Cohesion, Coherence.

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INTRODUCTION

A good publication for acquiring an academic degree is institutionally essential for among students of university. Therefore, according to Azizah & Budiman (2017) they are personally demanded as one of prerequisites to accomplish the scientific manuscript where it represents the legal document to achieve the academic title. However, a number of students are not conscious enough to execute it; they are unfortunately minimum in organizing the standard papers.

Whereas the systematic publication needs several important points where the students must be engaged with those items, yet these preceding substances are not consistently included: this is such cohesion and coherence. Both of those devices are as a significant occurrence in gaining a meaningful organization, i.e., a syntactic structure in a single text is functionally needed to declare something written to the public readers (Rahneem et al.

2017). Thus, the use of either cohesive devices or coherence devices in the written reports is linguistically prominent for standing as the grammatical system. This corpus according to Yasuda (2019) additionally enables to develop linguistic proficiency.

In accordance with this case, writing proficiency seems essential to be highlighted as this is base of creating an understandable publication. This thought is basically stated by Sharp (2016, as cited in Azizah & Budiman, 2017) that written product is determined as the development of process. Besides, a written progression is scientifically called as the process of thinking as this notion allows people to recall what they themselves know, remember, or acknowledge (Brown, 2001). In addition to writing's development, Tardy (2010) argues that a process for organizing an academic paper basically needs to construct the students' idea to explore certain points of view.

In line with the writing competence, the students have to be affianced with some practical process to familiarize with numerous concepts of developing an idea in written texts. A theory which is proposed by Danes (1974), it names as thematic progression where this model is able to maintain the coherence of the text. Similarly, Eggins (2004) reasons that the realization of thematic models in the single paragraph of the text procedurally can service to the cohesion's development. Also, Chen (2019) contributes to expansion of texts' information to achieve the notion of both cohesion and coherence. Furthermore, the implementation of this theory simply aims to form a well-organized manuscript where it could be symbolized through the units of linked clauses in some paragraphs (Lestari et al, 2019). Besides, some taxonomies of thematic progression according to McCarthy (1991) Eggins (2004) and Halliday & Matthiessen (2014) are Re-iteration theme, Linier theme, and multiple theme. These models of thematic development employ both units of systemic grammar: theme and rheme whereby both theme and rheme are the essential spot of information (Trung & Hoa, 2018).

To deliver an authentic report, the researcher reviewed both scientific journal's papers to strengthen the concept of this study, they were simultaneously reported how the models of thematic progression used as the main analysis to help the learners write their ideas clause by clause. First publication came from Fatmawati et al. (2019) where this study focused on the analysis on the story of "The black cat" by means of the pattern of thematic progression. They referred to the theory that was proposed by Halliday (1994), and the findings qualitatively showed that constant theme was the most applicable in this analysis that employed in this story.

In addition to second sample of previous research was the paper which published in 2019, and it was composed by Lestari et al. this paper aimed to assess as well as to report how these three models of thematic progression were written by undergraduate students. This qualitative methodology was gathered 10 students' paper as the main data of the analysis. The researcher summed up that constant or reiteration theme was the most dominant that applied by the students to enhance the quality of the writing.

Both of those scientific reports were essentially reviewed to give detail information how these models of theory are to the communal. Based on this schema of cases in term of writing publication, the researcher then initiates to accommodate their curiosity in the use of thematic development through the virtual mentoring where this paper, therefore, is purposed to push as well as to extend the consistency of practice by using the models of thematic progression.

THEORETICAL REVIEW

a. Cohesion and coherence

The conception of cohesion services an essential point in constructing the idea because of its roles. This grammatical system links the surrounding units in the sentences whereby those earlier units must be interconnected each other (Rahma & Swasono, 2017). Also, this linguistic schema is the vital part of making sense how language actually occurs (Hasan & Halliday, 1976 as cited in Rahma & Swasono, 2017).

In addition, this linguistic technique enables to internally organize the points of grammatical units in a single text to be meaningfully because this model acts as the semantic link (Afrianto, 2017; Emilia et al. 2018; Tamunobeleva, 2018; Afzal et al. 2019). Besides, Halliday & Hasan (1976) classify the units of cohesive devices into four major components: they are reference, conjunction, ellipsis, and substitution.

Those four classifications play a functional systematic in organizing the texts to be understandable among the readers. The cohesion's notion simply according to Jonhson (2017 as cited in Trisnaningrum et al. 2019) signifies the connection among written idea by realizing the four major of cohesion units. Therefore, the employment of this device to signal the construction of the thought is essentially compulsory.

Yet, a single text cannot be separated with the scope of coherence, the text consequently joins with the other textual elements to symbolize the unit of text. Therefore, neither cohesion nor coherence independently work one another, the text textually needs a supporting element to bear usefulness of the idea. Trisnaningrum et al.

(2019) declare that both cohesion and coherence in the text is factually important factors to influence the unity. Some ideas among scholars and linguist related to the notion of coherence are spread out, Halliday & Hasan (1976) argue the use of cohesion enables to qualify the term of coherence in the text. On the other hands, Gramley & Patzold (1992) claim that coherence units affect to the realization of cohesion. This case indeed bears some ideas to gain the objective term, yet all mentioned perceptions above are true. Coherence in one situation is claimed to be able to influence cohesion, and vice versa.

b. Writing proficiency

An academic writing takes a significant place in the level of academic circles in where it requires the maximum range of writing competence. As this aptitude seems substantial as the vital role of teaching and learning in universities' grade (Lilis & Scott, 2007). Thus, the realization of writing product is currently challenging among academic students as they have to occupy in structuring the ideas, selecting the appropriate lexical term to build the consistency of the ideas, or organizing the grammatical units to equally meaningful.

Indeed, the practice of both grammatical and lexical units influence to build the accuracy of the idea within the text yet gaining cohesion and coherence are purposefully vital. Since not only cohesion but also coherence is signified as the core significance in discourse field, using both of them are obligatory in composing writing (Hindawi & Krooz, 2017). Additionally, Rofi'I et al. (2014) convey that the expression of written idea as one of the tools of communication expresses the successful communication.

The term of writing in academic publication specifically refers to the spot to explore as well as enhance the idea or the knowledge in among institution communities, or this term is called as "Chat rooms" (Nolan & Rocco, 2009). Similarly, Casanave & Vandrick (2008) construe that the institutional publication is representative of academic security.

Then, this competence is knowingly prerequisite to publish the academic journals or papers for the educated students as long as the standard requirement is definitely involved.

c. Thematic Development

The segment of enacting intra-clauses is the base of texts' development in which these models are frequently employed to achieve discourse quality (Dong et al. 2016). In detail, this thematic development is viewed as realizing the conception of textual meaning where the theme and rheme as the point of analysis (Fatmawati et al., 2019).

Some studies declare that this model which is named as the thematic progression by among linguist: Danes (1976), Eggins (2004), Halliday & Mattheissen (2004), and Halliday & Mattheissen (2014) where this pattern is able to notify the consistency of cohesion and coherence in the texts. This idea of text's development according to Paltridge (2006:148) "The way in which the theme of a clause may pick up, or repeat, a meaning from a preceding theme or rheme". He then theorizes that this kind of thematic structure is called as thematic progression as it functions to create the flow information within the texts.

Related to students' writing, the sample of thematization is very functional in assisting them, in writing, to communicate (Halliday & Mattheissen, 2014). Likewise, in educational context in term of conveying the messages, Hutchin (1978, as cited in Yunita, 2018) argues that this prototype is useful to organize new information in the texts. Similarly, Emilia (2014) adds it is used to enhance the longer expository texts.

In field of the thematic choices, Eggins (2004) taxonomies this thematic progression where it is structurally applied to give further enhancement of the idea within the message into three minor units: they are as follows:

d. Constant or Reiteration Pattern

According to Eggins (2014) theme reiteration or constant pattern is applied to guide the readers focusing on the track of topics in the first clause. The sample is taken from the Fatmawati's instance: it is as follows:

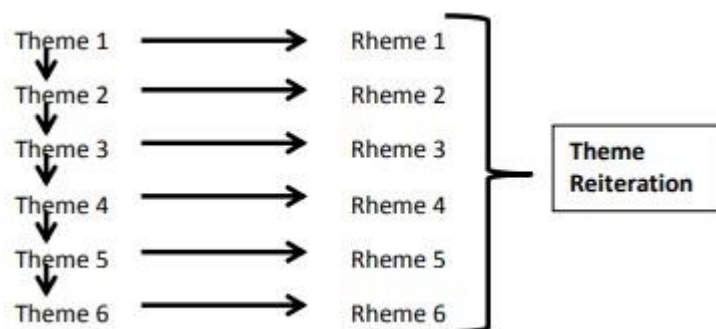


Figure 1: The Sample of Constant Theme

e. Zig-zag or Linier Pattern

To renew the topic clause, this sample is very functional as this model introduces a new theme which has been discussed in preceding rheme, i.e., the information of rheme is being promoted in theme of new clause (Eggins, 2004). This units enable to achieve the

conception of cohesion. The instance of this pattern is adopted from the paper of Fatmawati (2019), this is as follows:



Figure 2: The Sample of Linier Theme

f. Multiple or Derived Pattern

In longer expository texts, this model is systematically suitable because of its function. This pattern functions to familiarize a number of varieties information to different clauses, and this model keeps the existence of coherence texts (Eggins, 2004). The instance is as follows:

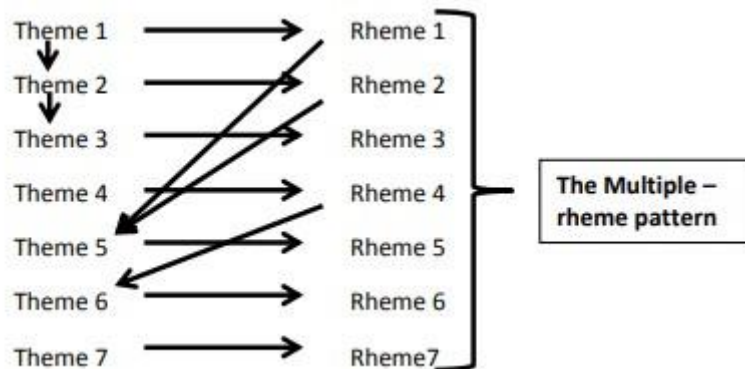


Figure 3: The Sample of Multiple Theme

Those three elements of thematic development are simultaneously involved in the clausal message to bear the notion of cohesion and coherence. Also, this model of manuscripts' organization is capable of guiding the students to establish the academic papers.

METHOD

This research is qualitatively designed to be reported as this study aimed to give detail mentoring and explanation toward the implementation of thematic models for among university students to write the academic publication. According to Creswell (2004), a qualitative design is used to give detail description related to certain phenomenon through the procedure of analysis and interpretation.

The researcher in this study purposed to give a specific of virtual mentoring to 20 college students of eighth semester in majoring English Education Department in UIN Walisongo in Academic Years 2019/2020 with two cycles of schedules: 1) The orientation of academic publication and 2) virtual practice and self-construction of the paper.

After the students were trained in how formulating the formal papers, they were then personally engaged with the self-simulation to compose these academic projects by using of the models of thematic progression. The researcher then assessed and analyzed those collected papers to gain the total occurrences of thematic progression in a single document.

FINDINGS AND DISCUSSION

There were 20 students' papers where they had been reviewed and analyzed in term of models' thematization. The following finding represented how many occurrences for each unit in the students' papers. The figure was as follows:

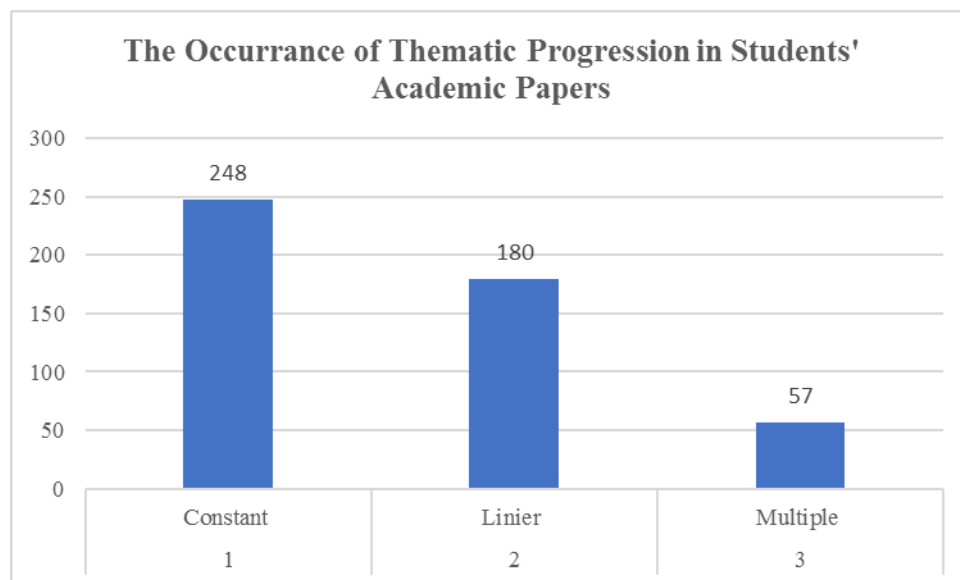


Figure 4: The Occurrence of Thematic Progression in Students' Academic Papers.

The diagram above displayed that constant theme was the highest occurrence that applied in the students' paper while linier patter was occurred 180 times, and the last model of thematic style was namely multiple pattern which it was only 57 times. Those existences were simultaneously applied to organize the ideas within the texts. Besides, the use of reiteration theme was many because it was simple to be occupied to make the readers payed attention to the first theme and the rest. The linier model was medium in this analysis as this function figured out inconsistency of thematization's lines whereas the multiple pattern was not

increasingly employed in extending students' ideas as this point signified the widest occurrences of the clauses.

Numerous samples of constant pattern were mentioned below to give a further description in how this mode played to develop the message. These representative instances were taken from the students' papers, they were as follows:

The first document of student's paper, the researcher in this manuscript found that the realization of the constant model was realized in several paragraphs: 12 times such this one of following instance in clause 6,7, and 8:

THEME	RHEME
The letter	is one of the ways ... one
↓	(person, agency, or organization)
If a letter from one party to another one	contains information concerning ... the agency concerned
↓	
It	is called an official letter

The second text, the researcher then found in manuscript 2 16 times that had already occurred in clause 1 & 2. The sample was below:

THEME 1	RHEME 1
As globalization continues	its unstopped and international transactions continue to rapidly rise, increasing other cultures is need
↓	
In this situation, understanding of intercultural communication and cross-cultural communication is	is much needed

Both of those samples were symbolized constant's instance where they were applied. Text 1 of the analysis, some repetition phrases were used to declare the stressed point of the clause which aimed to attract the readers stayed on that topics. The author utilized "the letter, it, and a letter" as the theme of clause information. While the text 2, the cohesion building was occurred in clause 1 and 2 whereby the clause 2 was expanded to give detail information of clause 1.

Yet, in next model of thematic technique showed the sample of it as it was found as follows:

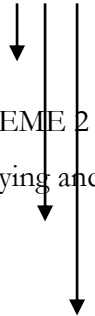
THEME	RHEME
English	becomes lingua franca in international business communication ... within a company.
Business communication	can be spoken or written



This sample was happened in clause 1 & 2 in document 1 where the term in rheme 1 was being repeated in new theme in subsequent clause. The phrase of “business communication” was linearly promoted in clause 2. This definitely enabled to introduce the conception of cohesion as this development was used to declare a newly information in succeeding message.

The sample of how this model of multiple theme occurred in clause 14, 15, and 16 were 3 times in this document, the researcher displayed the following table for text 1:

THEME 1 (These explanations)	RHEME 1 (are contained in the verses ... a justified manner).
THEME 2 (Buying and selling transactions)	RHEME 2 (are also discussed in detail in Islam).
THEME 3 (In the business transaction system, rules)	RHEME 3 (have been established ... and hostility).
THEME 4 (In maintaining business relationships, the key)	RHEME 4 (is trust).



This third model of clausal development in this case serviced indeed to explore the ideas into several of subsequent clauses, and this mode systematically supported the realization of

cohesion and coherence as one point of the clause one was enhanced into a number of supporting clauses.

CONCLUSION

In accordance with findings and discussion in the field of students' documents, the researcher in this part could sum up that those manuscripts are generally increased in employing the units of thematic progression. The data of the analysis were 20 documents which they had been composed by college students of UIN Walisongo.

The researcher then drawn in term of thematic system that the most dominant sample was constant theme 248 occurrences, while the second occurrence was linier pattern theme with 180 times, and multiple theme was only 57 times. These occurrences of the thematic models in those documents signified that the students seemed conscious in organizing the ideas within the clauses of the texts.

The students toward these realizations of thematic several models in their academic papers quantitatively referred to the use of constant theme rather than both linier and derived theme because of its ease. However, it helped them to attract public readers to keep the stressed topics of each clause as well as the model of constant theme was easy to be shared because the author was only asked to maintain the highlighted points in the first clause. Therefore, this conception of texts' development was effectively useful in academic purposes to be continuously applied in teaching writing class.

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Students' Perceptions on the Use of E-Portfolio for Learning Assessment: A Case Study

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ABSTRACT

E-portfolio is implemented in Indonesian universities to build learners' capacity in monitoring and managing the learning in a technology-enhanced environment. In this regard, it is substantial for the institutions to acknowledge the learners' perspective in using the e-portfolio for the purpose of continuous development. This study was aimed at probing students' perceptions of utilizing e-portfolio for learning at the university. The study was qualitatively conducted as a case study. The subjects were 16 undergraduate students of the seventh semester in a university. The data were obtained by conducting interviews and disseminating a questionnaire. The results of the study revealed that most participants demonstrated positive views towards the use of e-portfolio. Further, the participants acknowledged some crucial benefits of utilizing the e-portfolio. They were extended to; increasing the motivational beliefs and self-efficacy, learning new things, accomplishing the English tasks effectively, giving beneficial effects for the learning, and improving students' ability in English. The findings are expected to bring light to stakeholders to consider the use of e-portfolio to encourage students' learning enthusiasm and engagement.

Keywords: E-portfolio Assessment, Qualitative Research, Students' Perception

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INTRODUCTION

The portfolio has been widely used as one of the alternative assessments in language learning. Kovacek & Bode (1996) asserted that a portfolio is a students' collected work aimed to monitor the students' improvement in a certain period. In addition, Weigle (2007) considered a portfolio as a series of students' work indicating both students' improvement and achievement. A portfolio facilitates the students to observe their learning development so that students can take action regarding their learning. As the demand for the implementation of the technology for teaching and learning activities increases, there is a shift from the portfolio into an e-portfolio (electronic portfolio). Barrett (2007) certified that an e-portfolio assists teachers to manage students' work into various formats by engaging the

integration of electronic technology. The integrated portfolio with information and communication technology allows teachers to access the students' work more easily.

A portfolio becomes an effective assessment tool to assess the students' work. Like the paper-based portfolio, an e-portfolio gives advantages in assessing language skills. It helps to develop students' writing performance, develop teachers' roles, support learning, encourage students' participation, enhance the testing process, improve students' autonomous learning, and maintain lifetime learning (Barrot, 2014, 2015; Cheng, 2008). Regarding its objectives, this study focuses on the use of e-portfolio at the university level since portfolio has been particularly applied for language assessment.

In the context of higher education, generally, teachers or lecturers have been utilizing e-portfolio. Several previous studies about the implementation of e-portfolio reveal that e-portfolio is beneficial for the teaching and learning process. Research conducted by (Barrot, 2016) exhibited that e-portfolio allowed students to reflect upon their learning, check the learning progress, and motivates students in learning. Also, Hung (2012) attained that e-portfolio created a positive wash-back. Moreover, it facilitates learners to conduct peer feedback, support learners' professional development, and develop learners' critical thinking. Hung (2012), however, affirmed that e-portfolio could also initiate negative wash-back, such as anxiety to have more viewers pertinent to ICT, writing, and students' autonomous learning (Thang et al., 2012). Furthermore, Cheng & Chau (2013) conveyed that self-regulated learning strategies play an important role in the students' e-portfolio achievement.

Although there have been many studies revealing the benefits of integrating the e-portfolio for students' assessment, little has been known about how students view the use of e-portfolio for assessment. To fill this gap, therefore, this study explored the students' viewpoints towards the use of e-portfolio assessment in university.

METHOD

The study was qualitatively conducted as a case study to scrutinize an in-depth detail of the issue based on the real circumstance (Creswell & Creswell, 2017). The elemental consideration in employing the qualitative method is because the study attempted to disclose the particularities, instead of merely summarizing narrow views. Also, the study employed a case study to enable the researchers to develop an in-depth analysis of the issue (Stake, 1995; Yin, 2017).

a. Population

A population is a group of people representing similar characteristics. For instance, all educators would compose the population of educators, and all secondary school directors in a school region would comprise the population of directors. Therefore, a population can be small or large. You have to choose what group you might want to think about (Creswell & Poth, 2016). With regard to the purpose of the study, the population of the study was the students of the English Education Department in the seventh semester of the university.

b. Sampling Procedures

The sample is known as the representation of the population in research. (Creswell & Creswell, 2017) expressed that a sample is a subgroup of the chosen population that specialist researcher intends to examine for making speculations. In an ideal circumstance, the researcher can choose a sample of people depicting the whole population. To begin with, purposive sampling is applied. In short, purposive sampling can be defined as purposively picking a specific sample based on the requirements (properties, traits, characteristics, and criteria). The researcher, for the purpose of the study, picked the students from one class. There were four classes at that university. A total of 16 students completed the questionnaire. However, only three students were involved in the interview session.

c. Data Collection

The data of the study were obtained from both interviews and questionnaires (Phellas et al., 2011). A questionnaire was disseminated to students to discover their perceptions of the use of e-portfolio in the teaching and learning process. Moreover, the data obtained from the interview were used to intensify the data obtained from the questionnaire.

d. Data Analysis

The data of the questionnaire were analyzed and investigated by utilizing a few stages to characterize and depict whether or not the students are in agreement about using e-portfolio for their learning. Besides, the interview session was recorded to assist the researchers in the data transcription. The interview data were used to strengthen the information acquired from the questionnaire.

FINDING AND DISCUSSION

This section elaborates the encountered finding and discussion pertinent to the study focus. The details are interpreted to elaborate the proportion of students' perception of the use of Google classroom as an e-portfolio for undergraduate students. The majority of students indicated an identical belief that the integration of the e-Portfolio did affect their motivational beliefs of learning English. A participant indicated that she got valuable or enjoyable experiences from the e-portfolio. Of the 16 respondents, 70% of them responded that they were happy in completing their assignments from the lecturers. In contrast, 30% of the subjects demonstrated their disagreement regarding the utilization of e-portfolio.

Furthermore, more than three-fourths (88%) of the subjects confessed that they enjoyed learning new things from the assignment as they were given the experience to provide an explanation for their classmates. Fourteen participants postulated that they would get a better achievement if learning by using an e-portfolio. In addition, only two students were still hesitant of getting a good mark. This finding is affirmed by Brown et al. (2009), asserting that cooperative learning with assessment method can assist students to achieve better results.

Also, the participants believed that making use of an e-portfolio for learning significantly affected their self-efficacy. Respondents were asked if they could follow the lecture well, three-fourths (75%) of them responded that they felt glad and were able to follow the lecture. With this regard, four participants contradicted that they hardly could understand the lecture. They expressed their discomfort due to unstable internet connection. Two students, even, reported that they got into trouble with the online submission due to internet disruption. Compared with others, nine students admitted that they could understand the lectures comprehensively. Of those who indicated that e-portfolio assessment affected their self-confidence levels, 81% thought that it helped them to solve the challenge in doing the assignment or the task. However, 19% answered that they did not feel engaged with such challenges.

Regarding the participants' level of test anxiety, 50% of the participants responded that they were confused and worried about answering the questions. In other words, they acknowledged that the instructions were not clearly delivered. During the test, almost all participants (99%) disclosed that they thought they had difficulties in answering the queries. This validated that any imperfections or mistakes can adversely induce their actual identity (Back et al., 2010). However, five students were confident and positively thought they could solve the questions. Finally, eleven students were upset about the queries since they could

not provide the demanded answers. Uniquely, five students affirmed that they were still able to be happy even though they could not answer the queries.

Commonly, most of the students demonstrated positive perceptions related to the integration of e-portfolio for their learning. Most students considered that e-portfolio has good effects on their learning achievement. In addition, the students confessed that the e-portfolio is user-friendly. Besides, the students found that an e-portfolio is helpful to improve their ability in learning English. These findings are in line with Barrot (2015), elaborating that a portfolio helps the students to develop their performance in writing, develop the teachers' roles, support learning, encourage students' participation, enhance the testing process, improve students' autonomous learning, and maintain lifetime learning.

The students thought that the e-portfolio (Google classroom) has positive effects on students' English learning. The study revealed that 88% of the participants agreed that an e-portfolio is effective to utilize in learning English. Meanwhile, only 12% of the participants disagreed with the effectiveness of the e-portfolio to facilitate them in learning English. Furthermore, about the role of the e-portfolio to assist the completion of the task, 81% of the participants demonstrated positive responses while 19% of them displayed their disagreement. These percentages indicate that the majority of the students admitted that the e-portfolio is beneficial to use in learning English. This finding is in line with the previous study conducted by Hung (2012) revealing that e-portfolio constructed positive wash-back.

This study also revealed students' positive attitude towards the use of e-portfolio in learning English. The percentage shows that 69% of the participants felt that e-portfolio increases their English ability, meanwhile, 31% of the participants did not share similar views. In addition, with the same proportion, 69% of the participants are keen to use the e-portfolio (Google classroom) both for learning English and for other purposes. These findings are also in line with Barrot (2015) about the benefit of e-portfolio in that it develops students' performance and supports the students' learning.

In addition, the students' felt that e-portfolio is easy to manage. The study findings showed that 81% of the participants agreed that an e-portfolio is easy in terms of usage, and they were able to use it independently after the first instructions. On the other hand, 19% of the participants considered that Google classroom was not user-friendly. Moreover, 94% of the participants thought that they were familiar with e-portfolio since the first time they used the e-portfolio. There are 88% of the students accepted that it was an easy-to-memorize learning platform, while 12% of them had difficulty in recognizing it. Thus, the findings imply that most of the students considered e-portfolio a simple platform. To sum up, these

results signal the advantages of e-portfolio in maintaining practicality and matching the learners' current learning style.

Besides, concerning the learning task of the e-portfolio, the students found that e-portfolio is helpful to improve their ability in learning English. There were 75% of the participants perceived that the e-portfolio-based task enhanced their interest to learn English, while 25% of them postulated different perceptions. Moreover, 94% of the participants felt that the learning activities have improved their ability in English. 88% of the participants considered that the learning activity helped them to increase their knowledge about English. Meanwhile, 12% of the participants did not consider it meaningful. In short, students are in a common perception that e-portfolio is fruitful in improving the students' ability in learning English. This finding corresponds with H. D. Brown & Abeywickrama (2010) affirming that the portfolio emboldens student-teacher interaction, accommodates self-assessment, proposes peer-assessment and collaboration with peers.

CONCLUSION

The findings indicated students' positive perceptions of the use of e-portfolio on learning English. This kind of portfolio allows them to mirror their skills and accomplishment, track their progress, and rehearse practical English skills. Also, Google classroom as an e-portfolio encourages students to do better as well as to embellish their ICT skills. It is considered a valuable tool for students to appraise their learning progress. Besides, it is an effective and beneficial tool to improve learners' ability in learning English. Unfortunately, some problems emerged during the implementation of the e-portfolio. Nonetheless, such problems are considered temporal and remediable through sufficient training, teachers' resourcefulness, and a more well-organized procedure.

Furthermore, as attained by Jonassen (1991), knowledge is actively composed by students. For this reason, it is fundamental to encourage or motivate students to be more responsible for their learning and become self-regulated learners. Integrating e-portfolio implementation with a student-centered approach is meaningful to revamp their motivation. That is to say, universities should consider the e-portfolio implementation on the basis of students' viewpoints to extend their learning enthusiasm engagement in active learning with e-portfolio. Also, it is necessary to consider strategies designed at promoting the concept of learning with an e-portfolio. Though not all educators would directly agree with the idea of using e-portfolio as the assessment tool, there has been a great calling for teachers to

integrate technology into teaching-learning activities. At last, it is ineluctable that teachers should embrace such a situation.

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Sofia Making Her Mark: Bridging the Cultural Divide

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ABSTRACT

The narrative focuses on the importance of Cultural Capital in the Classroom through the experiences of Sofia, a Hispanic, trilingual, engineering student at Columbia University. Through her experiences, I highlight the importance of combining cultures and viewing diversity as a source of knowledge. Sofia's narrative helps instructors understand the most critical aspects of culturally responsive teaching.

Keywords: Cultural Divide, Narrative, Cultural Diversity, Responsive Teaching

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INTRODUCTION

While considering the impact of cultural divisions within education, the conflict between cultural hegemony and the opportunity for Funds of Knowledge (FOK) is notable in our increasingly diversified world. Cultural hegemony refers to the “struggle of the powerful over the consent of those who are the oppressed” (McLaren, 2013, p. 76). Cultural hegemony does not empower students to critically incorporate their FOK into their classroom. These FOK are characterized by teachers utilizing student's backgrounds to create a more holistic image of students (Moll, 2004, p. 700). Classrooms must be able to adapt to the multifaceted perspectives that result from diverse backgrounds. This adaptation comes from equipping instructors with the tools to handle potential biases and revamping the curricula to incorporate the intersectionality of students. Sources of intersectionality include gender, ethnic, linguistic, and racial diversity. To adequately restructure our classrooms to incorporate our students' multicultural assets, one must understand the underlying structure of implicit bias that results from differences in identity.

Through this narrative research study, the researcher will demonstrate how FOK have the power to enrich education and how to maximize the potential of FOK through the utilizing the implications of CRT into United States classrooms. In this study, the reader will

see the influences of her peers and parents on how her beliefs developed, as well as conflicting societal norms versus the norms of her home life.

This narrative study centers around Sofia, a twenty-one-year-old Columbia University graduate and Master of Science candidate at Columbia – and a proud Hispanic woman in STEM – who understands and articulates barriers associated with her educational experiences due to her complex identities. The researcher focused on specific moments which were shaped by her multicultural identity.

Moreover, existing literature targets and identifies structures and key obstacles to culturally responsive teaching. In analyzing CRT, FOK, Cultural Capital and Critical Multicultural education, research findings by Banks & Banks (2016), Freire (1993), Creswell (2018), Moll & Gonzalez (2004), Yosso (2005), Delpit (2020), Ortiz & Telles (2012), and Kubik-Huch (2020) overlap with many of the themes observed through Sofia. These themes include linguistic diversity, gender bias, and implicit bias. Ultimately, in combination with the literature, this study's goal is to increase awareness teachers to embrace multicultural students and culturally responsive teaching.

CONTEXTUAL DESCRIPTION

Sofia Makes Her Mark

Sofia and her sister were brought up by her parents, who immigrated to the United States from Mexico. Sofia and her sister were born in New York, and their parents became American citizens in 2018 after being residents for fifteen years.

Sofia is pursuing a degree in engineering from Columbia University. She had a passion for learning from a young age, so much so that she moved to Boston to attend Phillips Academy Andover for two years of high school. Although her family lived in many vibrant cities, such as Mexico City, New York City, and Miami, Sofia refers to her time in Boston as, "...[her] only relocation of [her] own will. [She] wanted to attend boarding school for education and athletic opportunities. [Her] school in Mexico wasn't an academically rigorous school. [She] wanted opportunities...[she] could get as a boarding school student in Boston." Sofia's parents raised her to be trilingual in English, Spanish, and French.

Sofia's family and faith played a large part in who she has become today. Sofia's Roman Catholic upbringing led to her going to an all-girl's Catholic school for nine years. "Although [she's] not particularly religious today [...] the most important part that [her] family has tried to teach [her] through religion are the values of being kind to others, and loving people, and being accepting." These service-centered values sparked her interest in law

school, where she hopes to pursue public policy and health law to assist underserved Hispanic communities.

METHOD

To create this narrative study, I interviewed Sofia in two sessions over Zoom. We spoke while she was in her apartment in New York City, where she is a graduate student at Columbia. The first session began with a core set of questions, while the second interview began with questions tailored to both what I had already discovered about Sofia and to the research on which I had focused as a result of initial findings. This approach allowed for the discovery of more compelling themes through the intriguing and detailed experiences of her educational and personal upbringing.

FINDINGS

a. Linguistic Diversity

Through ethnography, Au (2014) highlights that “despite the evidence that properly implemented Bilingual Education works for English Language Learners, English Learners are being pushed into English-only programs or getting less instruction in their primary languages” (p.185). Sofia was thrust into an English-only format for school after only speaking Spanish at home, contributing to her trilingual competency. Sofia's parents faced ignorance and commentary about their daughters getting behind in school after having been taught only Spanish at home. Yet, at such a young age, neither Sofia nor her sister struggled with adapting to English and quickly showed potential in the classroom.

Sofia was pushed into a full English immersion setting. Although she adapted well, studies show that Dual Language programs are the most effective “because of their focus on cultural and linguistic inclusivity and quality of academic content as well as language and literacy” (Banks & Banks, 2016, p.199). ESL is one of the more promising methods but must be combined with transitional instruction in order to help bridge the gap between a student's primary and secondary language. Effective ESL teachers respect diverse viewpoints and values as well as cultural context in order to integrate students' heritage into their education.

Delpit (1993) advocates for integrating students' heritage into their education so they will understand the relationship of the material within their culture while being taught the “codes needed to participate fully in the mainstream of American life...” (p. 45). Students will take pride in their native language and culture and be able to fully participate in the culture of power. The following are a sample of questions I asked Sofia, along with her responses.

Q: What is an event that significantly defined your heritage as a Mexican female?

A: “I grew up speaking only Spanish at home. I didn't really know the name for common household items at a sleepover when I was eight. We were baking cookies and I didn't know how to say whisk in English, so I did the whisking motion with my hands trying to explain to the other girls what I meant. Everyone just laughed at me because I didn't know how to say whisk. I felt different and feeling different when you're 8 years old isn't the best thing. You want to belong and have friends and feel like everyone else.”

Q: How do you feel about yourself as a reader, writer, speaker, and listener?

A: “I think I'm a good writer and a good listener. I struggle more with speaking. Writing is much more deliberate and slow which allows me to put more thought into everything. With speaking my brain kind of gets a little more jumbled with the two languages.”

Teachers often told Sofia's that she would get behind in school because she did not know the names of objects in English and had some trouble speaking. Nevertheless, Sofia and her sister were never at any obvious disadvantage because of their language background. Instead, they excelled at the top of their respective classes throughout grade school and now attend top universities in the United States.

b. Gender Bias

It is critical to discuss the intersectionality of Sofia's identities as a Hispanic woman. Intersectionality describes how the mixture of different identities can cause people to be treated differently. According to Banks and Banks (2016), one “can be female, African American, and disabled... they do not automatically indicate only accumulations in discrimination based on gender plus race plus disability. Rather these statuses interact with one another in ways that result in unique experiences for various groups” (p. 116). They emphasize that we cannot focus one aspect of equity without acknowledging other factors that cause individuals to be mistreated (Banks & Banks, 2016, p. 127).

Sofia has a unique take on gender bias in schools, coming primarily from single sex classrooms. She explained that, “[she has] never been afraid of being a girl and speaking up in the classroom. Although [she knows] many girls who feel intimidated in male-dominated spaces, in school, [she] was taught that [her] ideas as a woman are unique and valuable.”

Although Sofia is lucky to have felt welcome at Columbia, she still experienced gender bias. She explained, that throughout her junior year under a particular male professor, “[she] noticed a stark difference in treatment between male and female students. The professor would frequently interrupt [Sofia and her] female classmates when [they] tried to contribute ideas – yet welcomed the boys’ ideas.” While Sofia is unsure if this was deliberate, it detracted from her academic experience. She explains that, as someone who is “extroverted and very confident, speaking up with this professor was a challenge and daunting task, which is a shame because it made [her] feel like [her] ideas were not valuable like those of [her] male counterparts.”

c. **Critical Multiculturalism**

Sofia’s case study asks us to understand the definition of Cultural Capital. Yosso (2005) defines Cultural Capital as, “the social assessments that promote social mobility beyond economic means” (p. 70). These means include educational or social assets such as intellect, style of speech, dress, culture, and physical appearance. Cultural Capital has the ability to place students at an academic advantage, allowing students to think outside the box and to be more open to diverse perspectives. When these identity differences are accepted, classrooms benefit from the intersectionality of the students.

Out of the enrichment of Cultural Capital came FOK, which refer to the historical accumulation of culturally developed bodies of knowledge. Curricula and classroom structures must contend with the importance of different students’ backgrounds, traditions, religion, language, ethnicity et cetera. Only by accepting the importance of these distinct aspects of identity can FOK bring a positive light into the classroom.

For Sofia, Cultural Capital has become a major asset. Her identity as a Mexican woman in predominantly White schools affected the way she absorbed knowledge. Sofia explains that her “Hispanic background [allowed her to] take everything with a grain of salt and with the understanding that there is always a different version of the story or a different way of seeing things”. This rang especially true in US History and American Literature classes where her teachers expected to have a very homogenous group of students with the same background. Sofia’s multicultural outlook has been an important tool at her disposal as an engineering student at Columbia, allowing her to collaborate with a group of diverse peers and not only contribute her own unique ideas, but also be receptive and open to the unique ideas of others.

Cultural Capital is a phenomenon that is best fostered in communities with some level of socio-economic privilege. Rather than be uplifted as Cultural Capital, minority identities are often regarded as a burden. Studies show the academic outcomes of low-income students of color are significantly lower than that of other races. Schools assume these students “‘lack’ the social and Cultural Capital required for social mobility” (Yosso, 2005, p. 70).

Our value system for Cultural Capital must become equal on all socio-economic levels. While middle- and upper-class students are regarded in a more positive light for their cultural differences, working class students are often put at a disadvantage. Yosso (2005) argues that diversity of background can improve social mobility because “if one is not born into a family whose knowledge is already deemed valuable, one could then access the knowledges of the middle and upper class and the potential for social mobility through formal schooling” (Yosso, 2005, p. 70). Both FOK and CRT applied to Cultural Capital show that we have an existing energy of cultural hegemony in our education system that must be challenged.

On all economic opportunity levels, understanding the value of asset-based learning and focusing on the individual talents and skills of each student enhances their learning experience. As instructors we should look at FOK from the objective value lens of culture. We can recognize that embodied Cultural Capital comes with implicit skills, knowledge, and practices that permit students to grow productively within academic and societal settings.

d. Implicit Bias

Implicit bias involves treating minority students differently without realizing what is happening. It refers to “attitudes, reactions, stereotypes, and categories that affect behavior and understanding. In higher education, implicit bias often refers to unconscious racial or socioeconomic bias towards students, which can be as frequent as explicit bias” (Boysen, et. al 2009). Yet, simply knowing about bias is unlikely to eliminate racism in school community as it does not automatically result in changes in a behavior by peers or teachers. There were a number of occasions in Sofia’s educational upbringing in which implicit bias was easy to recognize, including times where people had the incorrect belief that as a double minority, she had opportunities given to her. I saw a clear link between the phenomenon of implicit bias and the system of Affirmative Action. Minority students in America typically become a systemically marginalized or vulnerable population regarding educational and career opportunities. This bias becomes especially obvious when students are applying to college or university. These endeavors point to a disproportionate amount of disciplinary actions, poor

scores, or low academic level for minority students who – because of socioeconomic structures in underserved communities or bias in predominantly-white communities – have been overlooked. Affirmative Action then comes in as a system to provide room for some level of equal educational opportunities for all students in our society.

Affirmative Action is looked upon by certain people as reverse racism and an unfair advantage to minorities over white students. Sofía, and many other minority students find their own accomplishments devalued when Affirmative Action is misconstrued. Sofía explained that when she and her white, male neighbor applied to college, she got accepted to Columbia and he had not. His mom then made a comment to Sofía's mom insinuating that Sofía had had an advantage over her son because she was a Hispanic girl. Sofía explains that her neighbor:

had brushed off [her college] acceptance by explicitly telling [her] mom that [she and her son] were not in the same pool for consideration. For [Sofía's neighbor], the means by which [she] got accepted into university were reversely discriminatory towards her son through Affirmative Action. She invalidated all of [Sofía's] hard work as an athlete and student throughout high school by saying that the only reason [she] got into Columbia was because [she] was a Hispanic girl in engineering.

Instead, it was the intersectionality of Sofía's identity that affected her performance as a student. The story above proves just how severe the permeation of implicit bias is in our society, and how damaging it can be to minority students.

e. Critical Race Theory

Sofía defines herself as both Caucasian and Latina. The intersectionality of these two identities as well as her trilingual, upper middle-class, and female identities creates a very unique set of circumstances. Sofía explains that “making the distinction that [she is] a Caucasian Hispanic immigrant here is important just because of the opportunities that [she has] had as a white-passing person rather than someone who very distinctly looks like an immigrant migrant worker. This experience has protected [her] from a lot of anti-minority bigotry on the basis of race, color, and appearance” and has implications within the classroom where — other than the mild accent she had until age fourteen — Sofía was indistinguishable from her predominantly-white classmates and was treated as such. Meanwhile, her Black and Hispanic-looking peers were tokenized and called out when discussing certain topics. They

were also frequently mistaken for one another just because they were from a minority of students of color.

Sofia receives many comments saying she does not look Mexican and that she does not look like she speaks Spanish. For Sofia,

it puts into question what they would think of and how they would treat a migrant worker who comes from a lower socioeconomic situation in Latin America. It makes [her] aware that [she does] have a tremendous amount of white privilege that has shielded [her] from a lot of the anti-minority and anti-immigrant bigotry that exists in this country.

Studies of racial relations of Mexican Americans demonstrate that Sofia is astute in her observation. Vilma Ortiz and Edward Telles (2012), for example, explain that:

The long and continuous history [of Mexican-Americans] as labor migrants destined to jobs at the bottom of the economic hierarchy and their historic placement at the bottom of the racial hierarchy [...] While not as heavily excluded from economic and social integration as African Americans, Mexican origin persons have encountered severe racial barriers, which have structured opportunities for them [...] Mexican Americans lag educationally and economically even after several generations in the United States, as a result of this treatment. They have been thus limited to mostly working-class jobs and from successfully integrating into middle class society.

Furthermore, two things that place Sofia in a unique position as a Caucasian Latina are (1) that her skin is fairly light and she is Caucasian making her ethnically ambiguous; and (2) her parents were middle class and were raised comfortably in Mexico City, allowing them to get a good education. Because of this, education was a top priority in her family, as Sofia's parents' dream was for her to live an even better life than themselves. If either of those variables were altered, Sofia would have had a far different experience growing up.

DISCUSSION

My conversations with Sofia brought up the idea of CRT as discussed by Freire, Yosso, and Crenshaw. As a Catholic, Hispanic, trilingual female studying science, Sofia's identity brought about these theories through experiences of linguistic, religious, and gender diversity as unpacked by Delpit (2020) and Banks & Banks (2016). From Sofia's unique position as a minority, her experience as a student with predominantly male professors

underscores the importance of mentorship as studied by Kubik-Huch (2020) which states female role models are vital in closing the gender gap in certain professions.

As a child from a minority background and the daughter of immigrants, much of Sofia's childhood involved her attempts to assimilate into multiple cultures; not only her American culture at school, but also in embracing her Mexican heritage. This not only shaped her own view of her identity but also the way in which she incorporated her identity into creating a multicultural educational experience for herself.

While examining Sofia's upbringing, I examine the impact of identity on how American structures multicultural education efforts. Through her acute awareness of influences on her upbringing, we see implications of assets of language, ethnicity and gender on FOK and CRT.

This study emphasizes the need for awareness on how conversations and actions can be construed as prejudiced and bias, thereby diminishing the positive aspects of distinct identities. By raising awareness, more stories like Sofia will bring critical thought to pedagogy and recognition to peoples' speech and action.

CONCLUSION

Ultimately, Sofia's narrative helps instructors understand the most critical aspects of culturally responsive teaching. We should embrace the notion of open-mindedness when designing flexible curriculum to include our students, their Cultural Capital, and their FOK. This creates a community of good and open-minded learners. The practical implications of this endeavor are abundant and includes the development of explicit knowledge through ensuring that factual information about cultural particularities of ethnic groups and their contributions are available. Simultaneously, teachers must understand that they cannot trivialize culturally relevant pedagogy into becoming a checklist such that they aren't successfully internalized. Instead, educators must seek to create culturally relevant curricula that can be challenged, and whose meaningful themes and materials help engage students in active, open and dynamic discussions (without a set agenda). This strategy will allow students to make deliberate connections between their FOK and Cultural Capital and the class material. Finally, through demonstrating a cultural caring and building of a diverse learning community, we can eliminate implicit bias in order to foster a powerful and challenging learning environment for our students.

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Perception and Challenges Integrating Teaching English Based on LMS Moodle During Covid-19 Pandemic

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ABSTRACT

LMS Moodle has been the primary online-mediated Teaching in Higher Education in the pandemic era. The unexpected pedagogical struggled to adapt conventional class to the virtual class, particularly English teaching. Various investigations have been conducted to examine and describe the perception and challenges lecturers face in eLearning. On the contrary, the lecturers need to the presentable course in Moodle for their students. The purpose of the study investigates the lecturer's perception and the challenge of utilization in Moodle-based English teaching. A descriptive qualitative design was applied to the study. Questionnaires and semi-structured interviews were obtained from 54 lecturers to collect the data. Technology Acceptance Model (TAM) concentrates on divining and evaluating lecturers' fundamental pre-acceptance of LMS Moodle. Close-ended questions practiced receiving the population of the analyzed topics. While open-ended questions were applied to gain the lecturers' perception of Moodle-based implementation topics. Subsequently, the finding of the result is to enhance the perspective and solve the challenges in teaching English Moodle-based

Keywords: LMS Moodle, Lecturer Perceptions, Teaching English Challenging, Foreign language acquisition, Teaching in Pandemic

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INTRODUCTION

The COVID-19 pandemic has spread massively worldwide, especially in Indonesia, and it impacts education, and this becomes direct and indirect to the academic's informal institutions (Teräs et al. 2020). Ghounane, N. (2020) expressed that teaching Moodle-based perception referred to lecturers' opinions or subconscious concepts to have about their courses or materials. Their background knowledge and life experiences form these beliefs. These experiences could affect their culture, education background, work, or community. All of certain and more subscribe to an individual's view and respond with others' perception. Teachers' perceptions have a tremendous influence on the successful implementation of English pedagogical Moodle-based (Octaberlina et al. 2020). Consequently, in conducting the perception of teachers' Moodle-based Teaching, investigating the impression of the particular

characteristics and their successes is supposed to have practical implications for successfully implementing Moodle course.

Moodle is one tool that is widely used to transfer language Teaching and learning in Indonesia. Moodle has initiated a comprehensive application in the field of English for Foreign Language (EFL). Many Higher Education institutions select the LMS Moodle to accommodate the pedagogical process in the pandemic. Lecturers or instructors can create and accomplish creative activities in Moodle. Face-to-face learning is the foundation for e-learning. Nonetheless, conventional learning is not instinctive to become e-learning material after digital representation. The typical lecture should be readjusted selectively to transform it into an applicable teaching moodle-based material.

Online learning has grown a comprehensive practice as an integrated technology in education recently. The system advancements based on traditional pedagogy turn excite the most maximum disparities in student perceptions, and the individual variations develop as potential success circumstances. Pandemic Coronavirus disease (Covid- 19) in Indonesia substantially impacts many sectors, particularly education (Almanthari et al., 2020; Prestiadi, 2020; Krishnapatria, 2020). Directorate General of Higher Education (2020) of the Indonesian government has published a strategy to substitute the learning practice from a traditional learning system to a distance learning system achieved online or through electronic learning (e-Learning). The learning policy has been changed to an e-learning system to study at home and stop the spread of coronavirus disease (Covid-19) in Indonesia. Jittawiriyankoon (2019) expressed that eLearning is acquiring a reputation in digital learning and English pedagogical. Internet power is available everywhere. Data analytics operates a significant performance in eLearning environment practices.

Siron et al. (2020) expressed that the education area, the Covid-19 pandemic, urges the government to replace the higher education's teaching and learning activities to manage home learning experiencing distance learning (e.g., web-based learning, e-learning, m-learning). This transition encourages all educational institutions to engage the technology toward the learning process. Comprehensive online sessions need a form such as audio and video content relevant for learning elements in an appropriate subject (Ichsan et al. 2020).

The implementation of e-learning encounters tremendous difficulties in Indonesia. Anggraeni et al. (2018) mentioned that e-learning remains associated with inadequate internet openness, technical experiences, administration guide, and unequal content design. Meanwhile, Kebritchi et al. (2017) discovered that students' issues included their expectations, readiness, identity, and online courses cooperation. Lecturer or Instructors'

issues included exchanging faculty roles, transitioning from face-to-face to online, time management, and teaching characteristics. The study principally concentrated on clarifying the subsequent research questions: 1) what perception are lecturers potentially impacted in conducting English teaching Moodle-based during Pandemic?; 2) what challenges can lecturers face in conducting English teaching Moodle-based during Pandemic?. Finally, LMS Moodle supports interactive terms that facilitate disseminating English pedagogical, collaboration, and interaction between the participants.

The study accommodates certain purposes simultaneously. The research is a specific attempt to provide Indonesia's research gap with less proof evidence exploring Moodle as the basis for eLearning teaching English in Higher Education. The exploration implies a further attempt to provide information literature for lecturers' perception as the instructor in eLearning circumstances. Furthermore, comprehension of the issues would encourage educators, institutions, and curriculum developers to improve the fundamental approach to teaching Moodle-based, so lecturers and students have a legitimate collaboration in English pedagogical.

Computer-Assisted Language Learning (CALL) is usually observed as an approach to language teaching and learning (Davies, 2016). Heift et al. (2015) added that the computer is employed to encourage the show, support, and assessment of the topic to be discovered, normally involving a substantial interactive element. In the other perspective, Tafazoli et al. (2019) stated that most current CALL programs had supported a student-centered rather than a teacher-centered. The explorative approach is defined by the employment of concurrence programs in the language classroom. The complete adaptability for lecturers utilizing CALL is in the field of authoring programs. Lecturers can use programs to formulate simple or extensive software programs using their materials (Loewen et al., 2019; Lodhi et al. 2019;).

The application of technology in higher education has the prospects to offer a solution to these challenges. Technology-based education has remained achieved to enlarge Teaching exceeding the physical campus and provide alternative delivery approaches (Alqurashi, 2011). Sánchez-Prieto et al. (2019) stated that the concept that there is a necessity to employ innovative learning technologies in higher education has become obvious in many English lecturers' viewpoints. Mardiah (2020) added that e-learning is internet-based online learning that can be reached or accessed anywhere participants are settled. This E-learning design can also be practiced in an educational course or distance learning. E-learning is more

specifically designated to reconstruct higher education's learning process into a digital form bridged by internet technology.

Information and Communication Technology (ICT) integration in language education has enhanced a significant language educational realm topic (Çakici, 2016). Aşık et al. (2020) explained in the shifting above educational aspect. A substantial study has acknowledged that Information and Communication Technology (ICT) performs a significant function in teaching English as a foreign language (EFL). However, Alkamel et al. (2018) affirmed that EFL lecturers or instructors are presumed to utilize a modern prospect of integrating fundamental ICT abilities in EFL classrooms properly with the ICT's blossoming as an innovative tool for language teaching. It is essential for implementing language learners with the necessary technological experiences (Jayanthi, 2016). The employment of ICT needs particular language skills and strategies. Azman (2016) asserted that advancing ICT toward language classrooms has comprehensive indications for curriculum improvement, classroom teaching, and student learning. It is considered that the development of information and communication technologies (ICT) has substantially strengthened and designed a persuasive learning environment (Bilyalova, 2017). Implementing ICT into actual language context implies more crucial today than ever before because its expanding potential and capacities stimulate a revolution in the language learning setting.

Teaching online learning English, lecturers, or instructors requires a Learning Management System (LMS), essentially a teaching and learning program (Famularsih, 2020). The system is an online learning activity to facilitate collaborative teaching and learning methods. Blended learning or full electronic learning specified sustained largely by LMS used interchangeably. Octaberlina et al. (2020) explained that the Indonesian government had improved the education mode from face-to-face to online meetings using various learning management systems (LMS) Moodle. Jing et al. (2016) added the Moodle-based College English education could recompense for the traditional approach's insufficiency, integrating the multimedia, network, and English, with the lecturer as the guide and the student as the center. The Moodle platform can unite sound, picture, characters, figure, cartoon, and movie to stimulate the students' enthusiasm and energy to enhance their language proficiency. Al-Ani (2013) designated that Moodle becomes more impact on the context of learning, completes knowledge-centered learning techniques, and develops students' self-regulated skills. Furthermore, Ziad (2016) remarked that Moodle is a learning management system

with numerous beneficial features that can reconstruct the learning environment into a place for interactivity, connectivity, and great significances of widespread learning.

The design of all current technologies is to accommodate more manageable and more intelligent processes of accomplishing a similar pedagogical process. Elkaseh et al. (2016) stated that the participants who complete the LMSs at the foundation level are the teachers, instructors, or lecturers. Their main intention is to apply their existing knowledge and experience new technology to gain their task easier (Emelyanova, 2014). The feature includes a combination of text, videos, and images to get it more engaging. Lam et al. (2014) stated that time was also an important concern at the construction stage. The feature needed not to make excessive demands of lecturers' time. Muñoz Carril et al. (2013) added that accessible exploration was an additional preeminence, but the time circumstance was also related to the content's design. The Moodle feature was designed to accommodate information, material, and processes concerning instruction content as immediately as possible.

Lecturers' perceptions or beliefs are likewise recognized as an essential component to encourage good Teaching. Liu et al. (2018) affirmed that perception is interpreted as the process of personal views, assumptions, and recognition approaching an objective or a topic developed on their experiences. So, Lecturers' perceptions might be concerning the methods applying particular teaching approaches, the teaching approach, and the nature of the teachers' role. Al-Busaidi et al. (2016) added that lecturers' perceptions of electronic learning received the most attention during the pandemic. Amid various teaching approaches known in teaching language, Moodle-based eLearning appears to support a convinced acceptance from many users and participants (Aikina et al., 2020). Moodle-based eLearning development is considered the fundamental change of the teaching experience from a teacher-centered into more student-centered classroom practice. Many students English as a foreign language found challenges to adapt to the situation

As can be presumed, Higher Education encounters various challenges concerning the performance and achievement of e-learning in an academic setting. Islam et al. (2015) explained that eLearning challenges could be classified into five categories: learning styles and culture, pedagogical e-learning, technology, technical training, and time management challenges. On the other hand, Oproiu (2015) discovered there implied still problems that need to be explained from the conceptual, theoretical, psycho-pedagogical, and practical point of view. Rana (2014) expressed that the issue and challenges into technological

challenges, development of new forms of learning community and interactive learning, developing new knowledge facilities for e-learning

The perception and challenge had motivated the worldwide researcher to explore the electronic learning determination during the pandemic. Alhumaid et al. (2019) revealed that the respondents showed a positive opinion concerning eLearning acceptance during the lockdown situation and its impacts on students' academic performance. Additionally, Hofmeister et al. (2020) found that online learning units' quality determines the acceptance of e-learning possibilities. One limitation of the study is that the different country-specific cultural features and teacher training practices could barely be carried into the description to a confined area

METHOD

This study implemented the qualitative method. This study is related to the examination process of understanding developed on distinguished methodological traditions of analysis investigating and exploring the social or human predicament. Questionnaires and semi-structured interviews were obtained to collect the data in this study. The questionnaire was established to determine lecturers' viewpoints concerning utilizing Moodle-based online learning platforms in pandemic circumstances.

The interview concerning 54 lecturers explained that they have a perception and encountered obstacles to implement Moodle-based online Teaching. The respondents of this study were 46 English lecturers from distinctive institutions in the South of Jakarta. Descriptive data of demographic components are shown in Table 1

Table 1 Profile of Participants

Attribute		Frequency	Total in %
Gender	Female	37	68%
	Male	17	32%
years of lecturer's experience	1-5 years	5	9%
	5 -10 years	17	31%
	10-15 years	16	29%
	15-20 years	12	22%
	>20 years	9	16%
Education levels	Master's	41	75%

	Doctoral	13	15%
The familiarity of LMS Moodle	High	8	15%
	Moderate	19	35%
	Low	27	50%

The study was implemented content validity as validation and single measurement as the reliability of this instrument. Content validity relates to the level to which an assessment instrument applies to, and representative of, the selected construct it is designed to measure. The close and open-ended questionnaire was given to the lecturers and indicated on a five-point Likert scale their degree of agreement on 26 statements. Depth Interview was conducted with lecturers who were asked to answer eight questions related to their perceptions on e-learning and challenges they face in Moodle based teaching English

The percentage of specific responses was collected utilizing the excel sheet, and the qualitative data were characterized into main topics to discover perceptions and challenges of using teaching English based on the Moodle-based pedagogical feature. The questionnaire was shared and collected in the electronic form of Google with close and open-ended questions. Close-ended questions were applied to receive the population of the analyzed topics. Meanwhile, open-ended questions were applied to gain the lecturers' perception of online learning implementation topics. The received responses were calculated, analyzed, and described based on their topics. The interview intended to achieve an in-depth description and description of the electronic learning platforms' practice at home

FINDING

Lecturers' Teaching Based-Moodle English Perception

The general perception of Model-based 'Teaching English' involves two indicators. The study was established by assessing lecturers' general perception, beginning with a friendlier consideration of 'perception towards Model-based teaching English' as a sign for this aspect. It should be perceived that the findings reveal that all the lecturers in the study had a computer (personal computer or laptop) or portable device (smartphone, android tab, iPad, etcetera)

Table 2 Lecturers' Teaching General Perception

General Perception	Total Response	% of
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		Respondents
Moodle improves the Quality of English Teaching in Higher Education.	54	100 %
Moodle makes English Language Pedagogical pleasant.	52	96 %
Moodle Improving comprehensive Language Skills	43	82 %
Moodle handles with Language Teaching obstacle.	49	90 %
Moodle generates a collaborative language teaching & learning situation.	44	81 %
Moodle enhances language teaching interactive experiences.	42	77 %
Moodle stimulates language teaching needs and interests.	41	75 %
Moodle encourages independent language teaching and learning.	34	62 %
Moodle implements a comfortable environment to encourage target language practice.	32	59 %
Moodle is appropriate for small or large group activities.	31	57 %
Moodle supports lecturers and students' academic progression.	28	51 %

Lecturers' Teaching Based-Moodle English Challenges

Language lecturers or instructors who are recently practicing teaching English Moodle-based encounter multiple challenges in completing courses, and those are likely to have difficulties for the less favorable aspects of technology. Particularly for English as a Foreign Language (EFL) courses, lecturer or instructors to online teaching need established practical online teaching goals, withdraw general obstacles in online Teaching, and determine which online activities types are suitable. the study had discovered a classification into learning style and cultural challenges, pedagogical e-learning challenges, technological challenges, and time management challenges

Table 3 General Teaching English Based-Moodle Challenges

Challenges	Sub-Section	Total Response	% of Respondents
Learning Style and Cultural Challenges	Teachers' disability in accessing technology	27	50 %
	University facilities in supporting e-learning	35	64 %
	Students' economically disadvantaged family background	38	70 %
	Lack of classroom-like teacher presence	13	24 %
	Attitude towards ICT (Information, communication, and technology), understanding of the importance of ICT in learning, including E-learning needs to be encouraged persistently	21	38 %
	Electronic learning referred to the student-centered approach, contradict to Indonesian cultural Teaching	16	29 %
	Materials in textbooks are not appropriate for using Moodle course	22	40 %
Pedagogical E-learning Challenges	The difficulties in explaining the material	17	31 %
	Learners do not feel motivated enough because the students may end up feeling isolated and emotionally disconnected	40	74 %
	Poor levels of student engagement, it is difficult to focus on a pixelated video screen when they hear some distractions such as noise and feedback; rustling papers, motorcycles, cars, horns, kettles, wind, and so forth	25	46 %
	difficulty in assessing student's task-based performance	16	29 %
Technological Challenges	The unavailability of internet access/ WIFI, electricity, computer, PC, and	31	57 %

	other infrastructures that support the E-learning process		
	The lack of cheaper software	18	33 %
Time	requires much preparation time compared	29	53 %
Management	to other approaches		
Challenges	The course is not boundary with conventional time	11	20 %

DISCUSSION

Lecturers Perception

A decisive attitude is identified by perceiving that such online learning instruments are effortless to utilize and benefit. The outlook recognition on the aspect of lecturers establishes their behavioral acceptance. The Moodle-based Teaching is perceived in the context of the interchange of the pandemic teaching mediated electronic learning. Gluchmanova (2016) revealed that various educational institutions have started to recognize one of the most immeasurable and most expeditious approaches to enhance the quality of education programs, which allow the application of the latest information and communication technologies.

"We are no longer educate people from the one-ways person (teacher-centered). The technologies have a lot of beneficial pedagogy instruments. Especially with teaching English. The materials are vast and commonly found in the world community. it personally helps me teaching English as a foreign language" (A. 06)

Several lecturers reported that the application of Moodle had improved the quality of English for Specific Purposes. They concluded that contrasted to the traditional methods they used in English for Specific Purposes. The Learning Management System transformed the purpose of language teaching from teacher-centered to learner-centered. Therefore, lecturers observed themselves as learning facilitators, not knowledge providers. Following them, learners enhanced more self-sufficiency in developing their linguistic abilities. Moodle has provided to the improvement of students' language abilities and broad learning experiences. Chew (2018) affirmed that English Moodle-based Teaching is implied in the educational process in an electronic setting. The learning material is profoundly interactive, and participants constantly communicate inside and outside the system

"Most of my colleagues find it difficult to utilize Moodle as a complete interactive course. I agree yet disagree with them. It is so engaging and motivating to use. All of the students from a different generation usually relate to technology. We, as a lecturer, need to improve our approach in teaching English" (D. 01)

Developing EFL students' language abilities and self-learning are pre-eminent attention because of the communication times in traditional face classes limited. Ugwoke et al. (2019) explained that the E-Learning Moodle could implement an interactive tool that could be practiced to address the exploration. It could stimulate and build EFL students' language experiences since they are displayed to the language learning independently on improving their language skills. Lecturers need to encourage positive and productive electronic learning environments, particularly Moodle-based Teaching. Additionally, Goh et al. (2014) argued that it signifies a key to students' academic, emotional, and social success. LMS Moodle proves and capable of establishing positive learning environments. Many features were adaptable face to face meetings to the electronic meeting. However, it took a maximum utilization to be implemented as effectively as possible.

"I indeed enjoy teaching in Moodle. There are also have trouble with the technicalities issue, but we (my student and I) overcome it eventually. The chat feature is accommodated enough. If it is necessary, we are using an additional application like zoom or google meet." (A.10)

Electronic learning enhances self-study. Its activities ought to be interactive with precise and explicit guidance. The teaching material comprises the common popular features of the LMS Moodle (Book and Glossary). Saw et al. (2018) asserted that The exercise activities implied Wiki, Exercise, Forum, and Quiz. These mechanisms can be applied to active learning approaches, designing courses of students in collaboration. Particular attention is given to a variety of multimedia that can be easily integrated into the e-learning course as audio and video resources that are important to improve the comprehensive abilities in English teaching

"Pandemic brought us (lecturers and students) work and study from home, the place is different in the university's formal class. Direct communication is not always working in the class based on my experience, yet it effectively has a small conversation with the target language through LMS Moodle." (B.02)

Language learning had better be more amusing and pleasant for students to learn. Lecturers need to embrace practical teaching strategies acceptable for students to learn English (Badia et al., 2019). A teacher demands to motivate students' interest in learning the English Language. Lecturers have discerned that the classical concept of managing a face-to-

face class influenced learners' activity. Furthermore, Aikina et al. (2015) affirmed that language lecturers adapted and organized several LMS Moodle activities where lecturers and students can keep themselves updated about the language pedagogical process's topics and feedback. Capable lecturers can employ various variety of Moodle features to intensify learning and teaching circumstances. These tools initiate teaching more applicable and learning more interesting, interactive, meaningful, and stimulating. Moreover, the tools are compelling as they can convey a variety and transform conventional forms of learning.

"My institution trains how to use Moodle, especially English, properly. The faculty gave the best solution for us to apply for the communicative course." (B.04)

The communicative approach of language learning is established based on the participants. Communicative language teaching (CLT) is an approach to language teaching that features communication with forums, chat, or others as both the centers and the eLearning ecosystem's purpose (Coskun et al. 2014). Language learners in Moodle environments acquire and practice the target language through interaction with one peer and the instructor, using the language in moodle class linked with the language's acceptance outside of it.

"I can adapt the direct strategy method in the similar of teaching n face to face. Indeed, I modified the evaluation or assessment to be appropriate in the eLearning ecosystem" (C.03)

The supposedly teaching pedagogical strategies are those practical teaching programs, developed on the teaching tasks and the students' characters, engaging the relevant teaching material, teaching methods, and techniques (Anatolievna. 2018). Teaching English Moodle-based can change the pedagogical strategies to student-centered, concentrating on encouraging linguistic sensibility and enhancing listening knowledge and expression to comprehend English as practicable.

"English teaching materials are accessible worldwide wide globe. We found that easily and quickly to be appropriated for the topic" (B.09)

Teaching English based on Moodle has benefits that include versatility, approachability, and assistance to allow students to obtain material at each place and study at their own pace and spot. Moodle encourages collaborative learning, and accordingly, it happens in more appealing and elevated experiences of learning English.

"Because of the pandemic, we focus on the teaching in the Moodle course. Flexible time is crucial for teaching English. The students can access it in one day only." (B.01)

The lecturer assumed that the primary benefits of e-learning use are efficiency and flexibility, especially in terms of the location and timing of participants' cooperation in

learning activities. This aspect confirms that lecturers' perception of e-learning needs to be focused on what the students perceive e-learning and learn how e-learning would benefit the students.

Challenges Moodle-Based Teaching English

The Teaching Moodle-Based are signified numerous causes for this possible deficiency of interest; inadequate technology infrastructures in some areas, less configuration expertise, the anxiety of technology on participants, and the others. However, the most utmost avoidance of the situation was the lack of cultural adaptation. E-learning daily basis problem is not student-centered but still delivers the same course for teacher-centered. In reality, lecturers and students of e-learning often ignore the cultural assumptions and perspicacity they have in managing how they acquire and process the English pedagogical. They should be aware that e-learning should be more knowledgeable about the cultural challenges and opportunities faced.

"We have to admit that the pedagogical process in Higher Education has been distracted because of a pandemic. the intra and extra infrastructure could be a disadvantage to the lecturers and students."
(B.01)

LMS Moodle's reference endures within the social circumstances where the lecturer and learner started up and managed their life experiences, mainly during the pandemic. Al-Kathiri (2015) stated that culture influenced related and determined how the users adapt to the new changes in the pedagogical process. Any professional lecturer who has taught English in different teaching strategies and approaches found challenges in the eLearning ecosystem on a practical level. The cultural confusion is confirmed a destructive impact on the teaching and learning process.

"In full eLearning, the lecturer needs to anticipate the different approach and method uncommonly found in the face-to-face meeting. My point of view is that English lecturers ought to explore the appropriate teaching approach related to the student-centered." (C.11)

The lecturer needs to anticipate the different approaches and methods uncommonly found in the face-to-face meeting in full eLearning. My point of view is that English lecturers ought to explore the appropriate teaching approach related to the student-centered. Moodle's employment in foreign language teaching and learning is encouraging student-centered learning. Lecturers can obtain a considerable amount of language teaching strategies and practice genuine or developed online materials.

"The lecturer needs to adapt to the current issue for the pandemic. We (lecturers) need to explore the opportunities and challenges for Moodle English pedagogical process. I found many problems in the system because of the system's unfamiliarity with the situation." (B.13)

Moodle platforms have reflected social networking features and emphasized the gap between established platforms. Lecturers noted that the platforms engage the users' requirements very swiftly and specifically as development eLearning circumstances. Godwin-Jones (2012) affirmed that the quantity of an e-learning course must acknowledge the learning theories indicated by each English lecturer to create accessible and inclusive environments. The most relevant aspects of the spread of e-learning are the actual transformation of didactics for Moodle courses. It is essential that the lecturers affirm a learner-centered viewpoint and that they are qualified for the computer-mediated communication and the planning of their Teaching in consonance with the instructional design systems.

"The most challenging is related to time. I have many to-dos preparing the content or course in Moodle. This much more challenging for us to complete the material in-home." (D.01)

Teaching from home had brought the lecturer into the new environment because of the pandemic. Time management enhanced a critical concept. The point was not merely managing activities of features and information any further. The lecturer in part of Jakarta is not particularly technologically self-sufficient and consequently necessitate considerable technological support. English lecturers and students are neither accustomed to the e-learning culture nor learning at a background, which creates several of them suppose direct feedback as implemented in face-to-face classroom teaching.

CONCLUSION

lecturers realized that their computer literacy formed genuine progress through online Teaching. The Moodle-based material provided lecturers with a comprehensive and sophisticated feature to teach various English teaching styles and approaches. The Internet has viewed the source of required elements to accomplish the goals of English teaching. Lecturers' perceptions form a significant component to describe the learning process's Moodle-based ecosystem. It determines that the assumption of the lecturers toward their perception is primary. Furthermore, higher education institutions need to integrate, implement, and utilize technological improvements, particularly LMS Moodle. it is solely to overcome the pandemic problem of the pedagogical process

Several lecturers assumed that Moodle's exceptional reputation is based on very manageable and fast establishment, reasonable requirements for computer English teaching resources, uncomplicated integration in the existing systems, and a consistent interface for lecturers and students. Moodle suited quite popular among lecturers due to its pedagogical foundation and adaptiveness toward the academic setting. eLearning can rearrange classical education or support it in the pandemic. Electronic learning, essentially an alternative or complementary pedagogical process, causes ensuring and considering quality criteria in educational, administrative, and technical features. The crucial problematic measures to match inside the eLearning system are the quality in which each component is equally essential—Institutional assistance, Course improvement, Teaching and learning, Course arrangement, and assessment.

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The Effect of Using Peer Editing to Improve Students Ability in Writing at Eight Grade Students of Junior High School of 8 Bukittinggi Academic Year 2018/2019

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ABSTRACT

This research was due to discover the effect of using peer editing to improve students writing. It has been done at SMPN 8 Bukittinggi because some of students in SMPN 8 Bukittinggi still had problems in mastering English especially in writing text. Some of the students had a problems in making paragraph clearly, in organizing their ideas, to found their grammatical or vocabulary error and etc.. This research used experimental research. The researcher used quasi experimental design by using the pretest-posttest design. To determine sample, the researcher used purposive sampling technique. The data was got through pretest and posttest to experimental and control class. To analyze the data, the researcher used the normality by using Lilliefors test and the homogeneity test by using F test and to test the hypothesis the researcher used t-test formula and consulted the result into t-table with level of significant $\alpha=0.05$. From the result and accounting the pre-test and pos-test scores of experiment class, it was found using peer editing in writing had better result than not using peer editing.

Keywords: Writing, Peer-editing, Vocabulary, Grammar.

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INTRODUCTION

Writing is one of four language skills that should be mastered by the students in learning English. The students need writing for their academic purpose. The students at every level need to be able to write clearly and well in organized the compositions of writing. According to Patel and Jain, writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling and sentence patterns. So, the students need to know how to organize the word and know what appropriate vocabulary that will they use and also the correct speeling of the word that they use in their writing.

Furthermore, writing is also difficult for the students. Because, there are many factors that makes the students difficult in writing, there are how to express their ideas into a good

paragraph, how to use the correct grammar, vocabulary, spelling of the word and organization of the writing. Tessema (2005) says that one of the reason that makes writing so difficult is relates to knowing about the appropriate grammar and vocabulary and a writers ideas must be presented clearly. So, before the students write a text , the students need to know what will they write and what appropriate grammar, vocabbulary that will they use in their writing.

Then, there is another factor that makes the students difficult in writing, it is about lack of motivation of the students in writing. Wang (2006) says that the students will not be involved in learning process if they do not have a need or desire to learn it. It means that, students need to be involved in learning process and make the students need and want to write. And also, telling the students about writing is one of the important thing when the students want to master English well.

The problem of this research are: First, in making paragraph, the students could not organize paragraph clearly. For example, when the students express their ideas on their writing in a paragraph, the ideas of paragraph did not consist of a topic, supporting, and concluding sentence. Second, the students did not master English grammar. It was shown by their writing. It is one of the important skills when the students write an English sentence or a paragraph. Third, most of students thought writing was very difficult. It caused the students had lack of motivation. The teacher need to know how can motivate students in doing writing.

So, the teacher need to know how to make the students enjoy and need to do writing and motivated to write. If the students are motivated to write, it will bring a big chance for them to improve their writing skill and also to master English well.

LITERATURE REVIEW

a. Peer Editing

Peer editing is an activity in process of students' writing to responding to each other's writing. In peer editing there is an interaction with peers to develop their idea in writing skill. The students will learn collaboratively in their writing. For example, when students write a paragraph, they can share their writing to check their vocabulary, grammar, and organization. It is very important for students, because response for student writing can come from various readers, including classmates, others peers, and teachers to get a good writing.

Based on Oshima and Hogue (2007) says that peer editing is write your comments on the worksheet on your classmate's paper as your instructor directs. It means, peer

editing is a technique in which students read and comment on each other's written work. Next, according to Teo Adelline (2007) states that collaborative writing students are encouraged to brainstorm ideas in pairs or groups, to give each other feedback and edit each other's writing. Liu and Hansen stays (2005) that peer editing is an interaction which involves students to exchange information. So, peer editing is a technique where the students share their writing to their classmate and then they discuss to make their writing be better.

b. Advantages of Peer Editing

There are some advantages of peer editing technique. Based on Mc Milan (2002) that one of the most obvious benefits for a student is the opportunity for them to work as part of a team, providing mutual support and helping each other succeed. More explanation according to Mariani (2013) there are five advantages of peer editing. They are social skills development, stress reduction and time-saving benefits, motivational effects, improvement in the content of their writing, and gains in grammatical and structural proficiency. So, when students learn together with their friends, it encouraged the students to learn from each other. It means that if one student as an editor can explain mistakes of their writing to their friends by using their own way with the simple language and their friend will understand. It helps the students to revise and improve their writing when peers were able to provide concrete suggestions for revision.

c. Stages of Peer Editing

There are some steps in doing peer editing, Autila (2007), there are some steps of conducting peer editing technique:

1. Choose the pair, it can be randomly
2. Provide worksheet
3. Peer editor circle the mistakes
4. Let the students to consult with peer editor for clarification.
5. Have writers to revise their paper.

More complete explanation, according to Karigan (2013) steps of peer editing are:

1. Choosing the peers students
2. The next steps is letting the students exchange papers
3. To use the rubric sheets the teacher provide
4. Ask to put their own names on the papers they are edit

5. The students time to read the essay
6. Underline the mistakes
7. After finishing, the students get their paper back.
8. The students writes correct their own paper
9. Correcting their mistakes.

So, after peer editing, a discussion among the students and the teacher should help improve the quality of the students' feedback, which will make peer editing more useful to all students.

METHOD

a. Research Design

The In conducting this research, the researcher used quantitative approach. According to Suharmi Arikunto in his book, quantitative research is the research using numeral, begin for collecting of data, interpretation and the result of the research. Quantitative approach used for analyzing the statistical data of students' pre-test and post-test score. By that score, the researcher analyzed whether peer editing technique had some effect in students writing.

In this research the researcher used two classes; they are experiment class and control class. Experiment class is a class that given treatment by using the peer editing technique and control class is a class without using peer editing technique. Furthermore, the two classes were given pre-test, different treatment and post-test.

The population of this research is eight grade students of Junior High School of 8 Bukittinggi in academic year 2018/2019.

Table 1 The Total Population of Eight Grade Students of SMPN 8 Bukittinggi, Academic Year 2018/2019

Class	Amount of students
VIII.1	25
VIII.2	26
VIII.3	25
VIII.4	26
VII.I5	26

VIII.6	25
VIII.7	25
153 students	

Sample is a part of population that had been selected by the researcher. In this research, the sample of this research is VIII.6 and VIII.7, that consist of 25 students of each class. The researcher chose the sample based on some considerations such as the total of the students of both class and teach by same teacher.

b. Research Instrument

The researcher collect the data of the research by using writing test. The written test using to measure the effect of the peer editing to the student ability in writing. Pretest used before the student using the technique and posttest used after the student using the technique.

In constructing the test, the researcher consulted with the teacher in making test. Test was created by considering the validity and reliability, as explain below:

1. Validity

Validity in testing had been understood to discover whether a test measures accurately what is intended to measure or it measures what it is purpose to measure. Arikunto (2007) stated that a test can be said as a valid test if it measures what is intended to measure and the instrument is call as a valid instrument when it can give the true description about he data based on he reality or fact. Its mean that, the test is valid if it measures accurately what is intended to be measure.

In this reasearch , the validity of the data was about expert validity. The reseacher consulted the test to the lecturers and the teacher of Junior School of 8 Bukittinggi. The lecturer are Desi Ratna Sari,M.Hum and Agseora Ediyen,M.hum. The teacher is Befilinda,S.pd.

2. Reliability

If a test could give the current result as same as the previous test that had been conducted, that mean that the test had a high reliability. Arikunto (2007) also says that in other words, students got the similar rank in both of the previous or the test. For instantce, the students took the test last month and she got the first rank and after one month later, she took the test again and she still got the first rank in her group. The researcher gave twice test to the same class, class VIII. The students got

similar rank in both of the test. In conclusion, the instrument that had been conduct by researcher will reliable.

To know the reliability of the instrument test, researcher was consult and ask to the expert that was not his supervisor. For example, consulting with the English teaher in SMPN 8 Bukittinggi, with lecturer or others that expert in writing and English lecturer. The point is the instrumentation was relied by the expert in English.

FINDINGS

The researcher describes the result finding in using of peer editing technique in writing. The finding includes the using of peer editing can improve the students' writing.

a. Data from Pre-Test of Experimental and Control Class

The data analysis have been given by the research at the first meeting before conducting the treatment. The pre-test was carried out to identify students ability in writing before they got the treatment.

Table 2 The result of the Calculation of Scores Gained from the Pre-test

Group	N	Mean	Standard Deviation	The Lowest Score	The Hight Score
Experiment	25	60,44	14,79	35	85
Control	25	54,08	15,23	30	78

The table 2, it shows that the mean of the experimental group pre-test score 60,44, while the mean of the control group pre-test 54,08 with a difference of these group's score.

b. Data from the Post-test of the Exeperiemental and Control Group

The post-test was done after the treatment in order to find out if there any significant effect of using peer editing toward students writing. The post-test was given to the experiment and control group after treated. Both group were given the same test material and time allocation.

Table 3 The Result of the Calculation of the Score Gained from Post-test

Group	N	Mean	Standard Deviation	The Lowest score	The Highest Score
Experiment	25	69,12	13,07	45	88

Control	25	55,20	13,80	30	77
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The table 3 above shows that the mean score of the experimental class post-test is 69,12 , while the mean the score of the post-test score of the control class is 55,20 . It means that the mean score of the experimental class was higher than the control class. The standar deviation of the experimental class is 13,07 and the control class is 13,80.

Table 4 The Comparison of Pre-Test and Post-Test of the Experimental and the Control Class

Test Result			
The Class	Pre-test	Post-Test	Gained score
Experimental Class	$\bar{X} = 60,44$	$\bar{X} = 69,12$	8,68
	$S = 14,79$	$S = 13,07$	
	$S^2 = 218,74$	$S^2 = 170,82$	
Control Class	$\bar{X} = 54,08$	$\bar{X} = 55,20$	1,12
	$S = 15,23$	$S = 13,80$	
	$S^2 = 231,95$	$S^2 = 190,44$	

Based on the table 4 above, the post-test result of the experimental class is higher than the pre-test result (69,12) higher than (60.44). It means that the treatment that has been used by the researcher can help the students in improving the students' writing. The comparison of the post-test result between experimental and control class showed that the control class test result was lower than experimental class. It is indicated by the mean score of the post-test result of control class (55,20) is lower than the experimental post-test result (69,12). It means that the students who were treated by using peer editing give better result than the students who were not taught by using peer editing.

c. Testing Hypothesis

The first hypothesis of this research, there is any significant effect of using peer editing in students' writing at the eight grade of SMPN 8 Bukittinggi as follows:

H_a : There is significant effect of using peer editing in students writing.

H_o : There is no significant effect of using peer editing in students writing.

To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula two tails of t-test to find whether H_0 or H_a is accepted or rejected through comparing the pre-test and post-test of experimental class. The value of the t-obtained was compared with the value of the t-table. If the value of t-obtained located before t-table $\frac{1}{2}\alpha$ and after $-t - \text{table } \frac{1}{2}\alpha$, it means that H_a was accepted and H_0 was rejected ($-t - \text{table } \frac{1}{2}\alpha > t - \text{obtained} > t - \text{table } \frac{1}{2}\alpha$) as explanation below:

Table 5 The Mean Score, Standar Deviation, Variant, and Sum Square

The Class	Mean Score ($\bar{x}$)	Totally of Sample (N)	Standar Deviation	Variant S^s
Pre-test Experimental Class	60,44	25	14,79	218,74
Post-test Experimental Class	69,12	25	13,07	170,82

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$t = \frac{8,68}{\sqrt{15,33}}$$

$$t = \frac{69,12 - 60,44}{\sqrt{\frac{13,07^2}{25} + \frac{14,79^2}{25}}}$$

$$t = \frac{8,68}{3,95}$$

$$t = \frac{8,68}{\sqrt{\frac{170,82}{25} + \frac{218,74}{25}}}$$

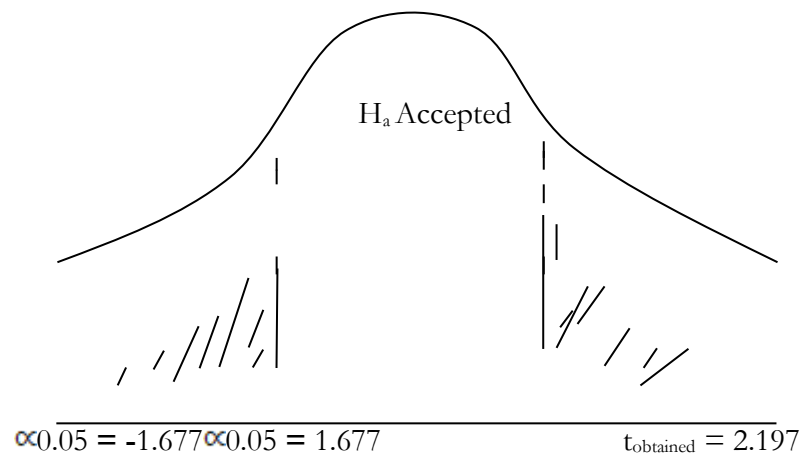
$t = 2.197$

$$t = \frac{8,68}{\sqrt{6,83 + 8,75}}$$

From the calculation of pre-test and post-test scores of the experimental class, the mean score of the post-test ($\bar{x}_1$) is 69,12. It is greater than the mean score of the pre-test ($\bar{x}_2$) 60,44.

Then, the standard deviation of each class is obtained and they are analyzed by using t-formula to find the value of t-obtained. It is found that t-obtained the t-table for degrees of freedom ($df = (n_a + n_b - 2) = (25 + 25 - 2) = 48$ with level of significance (α) 0.05 is 1.677. Through comparing the t-obtained and the t-table, it can be seen as t-table $\frac{1}{2}\alpha > t - \text{obtained} > t - \text{table } \frac{1}{2}\alpha$.

Curve 1 The Curve of the t-test Result in the Pre-test and the Post-test of Experimental Class



From the data in curve above, it means that the descriptive hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected because the value of t-obtained located before t-table $\frac{1}{2}\alpha$ and after $-t - \text{table } \frac{1}{2}\alpha$ ($-t - \text{table } \frac{1}{2}\alpha > t_{obtained} > t - \text{table } \frac{1}{2}\alpha$). So that, it can be concluded that there is significant effect of using peer editing in students writing at the eight grades of SMPN 8 Bukittinggi.

The second hypothesis is there is any significant difference of the students in writing between the students who are taught by using peer editing and the students who are not taught by using peer editing, as follows:

H_a : There is any significant difference of the students writing who are taught by using peer editing and the students who are not taught by using peer editing.

H_o : There is no any significant difference of the students writing who are taught by using peer editing and the students who are not taught by using peer editing.

To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula two tails test to find whether H_o or H_a is accepted or rejected through comparing the post test of experimental and control classes. The value of the t-obtained was compared with the value of the t-table. If the value of t-obtained located before t-table $\frac{1}{2}\alpha$ and after $-t - \text{table } \frac{1}{2}\alpha$, it means that H_a was accepted and H_o was rejected ($-t - \text{table } \frac{1}{2}\alpha > t_{obtained} > t - \text{table } \frac{1}{2}\alpha$) as explanation below:

Table 6 The Mean Score, Standar Deviation, Variant, and Sum Square

The Class	Mean Score	Totally of	Standar	Variant
	$\bar{(\times)}$	Sample (N)	Deviation	S^s

Post-test Experimental Class		69,12	25	13,07	170,82
Post-test Control Class		55,20	25	13,80	190,44

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$t = \frac{69,12 - 55,20}{\sqrt{\frac{13,07^2}{25} + \frac{13,80^2}{25}}}$$

$$t = \frac{13,92}{\sqrt{\frac{170,82}{25} + \frac{190,44}{25}}}$$

$$t = \frac{13,92}{\sqrt{6,83 + 7,62}}$$

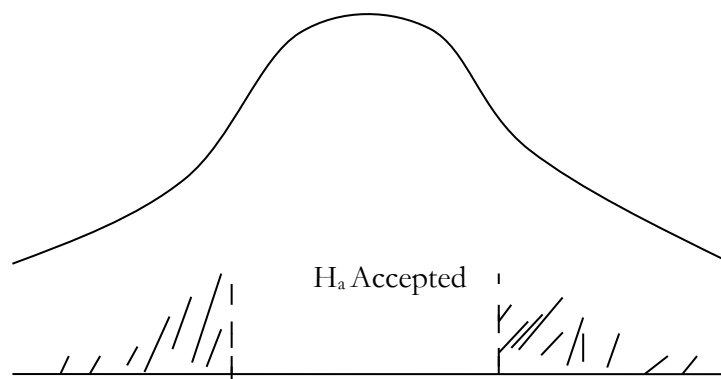
$$t = \frac{13,92}{\sqrt{14,45}}$$

$$t = \frac{13,92}{3,80}$$

t = 3,663

From the calculation of post-test score of the experimental and control classes, the mean score of the post-test in experimental class ($\bar{x}_1$) is 69,12. It is greater than the mean score of the post-test in control class ($\bar{x}_2$) 55,20. Then, the standard deviation of each class is obtained and they are analyzed by using t-formula to find the value of t-obtained. It is found that t-obtained is 3,663 and the t-table for degrees of freedom (df) = (na + nb - 2) = (25+25 - 2) = 48 with level of significance (α) 0.05 is 1.677. Through comparing the t-obtained and the t-table, it can be seen as -t-table $\frac{1}{2}\alpha >$ t-obtained $>$ t-table $\frac{1}{2}\alpha$.

Curve 2 The Curve of the T-test Result in the Post-test of Control and the Post-test of Experimental Class



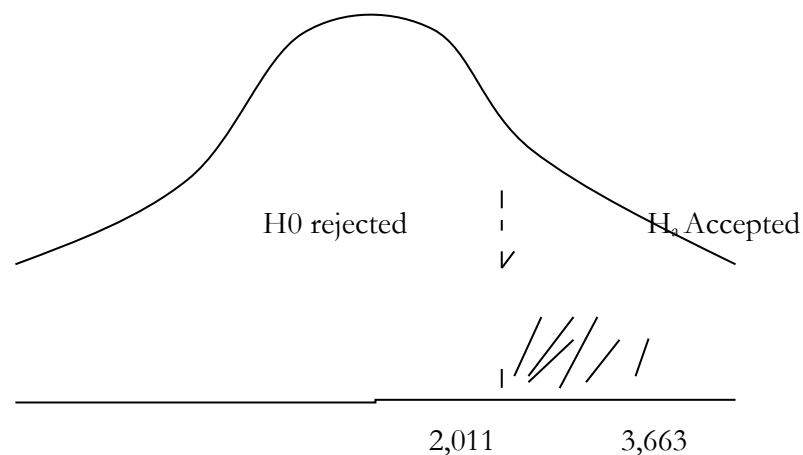
$$\frac{1}{2}\alpha 0.05 = -1.6772 \quad \alpha 0.05 = 1.6772 \quad t_{\text{obtained}} = 3,663$$

From the data in curve above, it means that the descriptive hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected because the value of t-obtained located before t-table $\frac{1}{2}\alpha$ and after $-t - \text{table } \frac{1}{2}\alpha$ ($-t - \text{table } \frac{1}{2}\alpha > t_{\text{obtained}} > t - \text{table } \frac{1}{2}\alpha$). So that, it can be concluded that there is any significant difference of the students' writing who are taught by using peer editing and the students who are not taught by using peer editing.

The third hypothesis is writing of the students who are taught by using peer editing is better than writing of the students who are not taught by using peer editing or writing who are taught by using peer editing same with the students writing who are not taught by using peer editing.

To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula. The data was got to prove the hypothesis above is the same with the data to prove the second hypothesis. From the second hypothesis, it was found that t_{obtained} is 3,663 and t_{table} for degrees of freedom ($df = (25 + 25 - 2) = 48$, with $\alpha 0,025$ was 2,011. Through comparing the t_{obtained} (3,663) and t_{table} (2,001) , it is found that the t_{obtained} is greater than t_{table} . The result of the t-test is shown in the following figure :

Curve 3 The Curve of the T-test Result of the Third Hypothesis



The figure above shows that the t_{obtained} is greater than t_{table} , $3,663 > 2,011$. It means that the alternative hypothesis (H_a) is accepted and it can be concluded that the writing of the students who are taught by using peer editing is better than the students writing who are not taught by using peer editing.

DISCUSSION

Based on the hypothesis that the reseracher explained, the resercher had answered the three hypotheses. The first hypothesis, there is any significant effect of using peer editing in students' writing at the eighth grade of SMPN 8 Bukittinggi. From the calculation of the pre-test and post-test scores in experimental class, it could be concluded that the alternative hypothesis (H_a) was accepted. So that, there was significant effect of using peer editing in students writing.

The second hypothesis is any significant difference of the students writing who are taught by using peer editing and the students who are not taught by using peer editing. The reseacher also assumes that there is difference between using peer editing and not using peer editing. Moreover, peer editing makes self determining and also focus to the students writing text and help them to understanding their mistake and how to correct it.

The third hypothesis is peer editing give better in the students writing. It is better than the coomon strategy that the teacher used in teaching writing. The reseacher also belief that peer aditing had advantages and disadvantages beside of that, such as: spend much time when students correct their peers, need a lot of practices, the students less interaction with their friends and their teacher because their only focus on their text that their correct it.

The result of this research is suitable by Graves that stated that peer editing is the process through which students respond to and provide feedback on their peers writing highlighting the positive and the negative aspects in a way to help each other reach better written products to improve their students writing¹. So, peer editing can help the students in improving the students writing. Then, the result of this study is same with the other study in the Review of Related study in Chapter II. One of them is" Using *Peer Editing Technique to Improve Students Writing skill at Grade VIII of SMPN 3 Kota Bengkulu*" by Dita Ayuningtyas. The result of this research is using peer editing can improve the students writing. Furthermore, the students need to improve and develop their ability in writing. According to Absharini Kardenia, "The main focus of the development is to develop students' communicative competence. One of the ways in activating students' participation in the classroom". So, the students and the teacher need to work together to increase the students' communicative competence, for example communicative competence of the students in writing. The students can write something clearly and easy to understand to the reader and the another one that can make the students can improve and develop their writing is about the material of the study

that given for them. According to Loli Safittri “teaching material is one of teaching components which determine the success of teaching and learning”. The teacher needs to know what are the material of the study and the teacher need to make the material can be enjoy to learn to the students. The teacher can make the study interested to the student. So, when the students interested of it, the students will enjoy in their learning.

CONCLUSION

The result of the research showed that using of peer editing technique in writing to eight grade students of Junior High School of 8 Bukittinggi. Peer editing has a significant effect in increasing the students writing. It is support by the data, in which the mean score of the students pre test from experimental class 60,44 which has been increased in the post-test. In which students mean score is 69,12. In applying t-test formula it is found that t-obtained is 2.19 which is higher than t-table 1.677. it means that hypothesis (H_a) of this research could be accepted that using peer editing gives significant effect toward students writing.

1. There is significant difference effect between students who were taught by using peer editing. It was found that the value of t-test is 2.19 is greater than t-table 1.677. Moreover, the mean score of post test of experimental was greater than the mean score of post-test group.
2. The use of peer editing in writing is better than who are not taught by using peer editing. It is proved by the data of the post-test of experimental class and control class.

So, by using peer editing in teaching writing is better than using the conventional or common technique.

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Swearing Words on YouTube Comment Column in CNN Political News

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ABSTRACT

This study aims to identify the types of swearing word and the reasons of swearing word that are used on YouTube comment column. This study conducts a descriptive qualitative research. The source of the data is taken from comment column of video uploaded by CNN about political news on YouTube. In analyzing the data, the researcher employs the theory proposed by Lakoff (1975) in order to identify the types of swearing word and the theory of Andersson (in Karjalainen, 2002:23) in order to describe the reasons of swearing word. The result of this study reveals that there are 17 data of swearing words, categorized into two types of swearing word, which are strong and weak swearing word and three reasons of swearing word, which are psychological, social and linguistic motive. The most dominant type is strong swearing word and the most dominant reason of using swearing word is psychological motive. The word fuck as the powerful taboo word is the most dominant word contained in the expressions of swearing word.

Keywords: Sociolinguistics, Swearing Words, Comments, Taboo

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INTRODUCTION

When people have different opinions from other, it can cause dislike, dissatisfaction, or anger. Thus, they tend to use language that wants to strengthen those feelings, which called as swearing. Andersson and Trudgill (1990) points out that swearing can be used to deliberate strong emotions or attitudes. Moreover, Pinker (2007) also defines that swearing is a detail of language that is used through which people reveal their internal and strong emotions such as anger, frustration or surprise.

Swearing has evolved thousand years ago to represent human expression. Nevertheless, before the nineteenth century, swearing is not popular and strictly closed. Allan and Burridge (2006) states that swearing words are those recognize offensive, shocking, or indecent when used in certain context, there are strict conditions on its use

and penalties for violating these conditions. Recently, the use of swearing is different from the past. Swearing becomes more popular as can be observed in our daily life as well as in many Medias, both in spoken and written conversation, more specifically in comment column.

The use of swearing words often takes place in social media network sites. Along with the advancement of technology, social media has become a common platform for communication. People are free to write what they want to say through comment column. No one controls and limits the freedom of expression in using it. For instance, YouTube as one the popular social networking sites in which thousands of videos are being uploaded everyday by its user. Moreover, YouTube came in second as most viewed page on the internet and reported that the time people spent watching videos and commenting on the site is increasing by 60% each year.

YouTube allows its user to communicate through video comment and ratings. YouTube users are free to comment and discuss through the comment column on various video posted. Various YouTube channels deal with particular issues. It can be about science, education, entertainment, and the popular one is political issues. These videos are made available to the public to debate and discussed upon. Additionally, YouTube is a community in which rule for online behavior is not strictly forbidden.

Regarding to the political issues, CNN (cable news network) is one of the popular channels on YouTube. CNN is an American News channel that mainly broadcast political news. CNN has more than eight million subscribers and uploaded one hundred forty seven thousands of videos on its own YouTube channel. The accessibility of those videos is easily reached by people around the world to debate and discussed through the comment column. Moreover, YouTube is a community in which rule for the language usage is no control and the viewer who wants to comment do not required to disclose any personal information. Thus, the researcher found that many comments contain swearing words is there to strengthen strong emotion such as dislike, dissatisfaction, anger, and surprise.

From the previous researches focused on language usage, the researcher mainly found the oral media such as movie, vlog and song as the object of the study. Afterwards, there have been limited studies concerned on how language used on written media such as YouTube comment column. Thus, the research intends to analyses the phenomenon of language usage, more specifically swearing word on YouTube comment column. The study

only focuses on analyzing the types and reasons of swearing word found in comment column of videos uploaded by CNN on YouTube.

METHOD

This study conducts a descriptive qualitative research. Bungin (2007) states that in descriptive qualitative research, data collecting method and technique of data analysis are tied inseparably, because the data analysis method and technique have actually been started since the data collection has been conducted. This kind of research describes and explains a phenomenon as it is. The source of data in this study was taken from comment column of video uploaded by CNN about political news on YouTube. The researcher only focuses on comment that contains swearing words. The data will be analyzed, classified, and described in order to answer the problem of the study. Moreover, the researcher only selects three most commented videos about Political News from CNN on YouTube from the website <https://www.youtube.com/user/CNN>. This research is collected by using documentary method, in which only the data that support the research question are taken.

FINDING

The analysis puts the focus on the types of swearing words and the reasons of swearing words used on YouTube comment column in CNN Political News. There are two types of swearing words that are used by participant in commenting the CNN political news on YouTube comment column they are strong and weak swearing word. Three reasons of swearing words that are used by participant; they are psychological motive, social motive, and linguistic motive.

Table 1 Types of Swearing Word

No	Types	Total
1	Strong	13
2	Weak	4
	Total	17

Based on the analysis of 17 data, it is found that types of swearing word in this study is dominated by strong swearing words which is 13 data from data analysis. On the other hand, it is only found 4 for the types of weak swearing words.

Table 2 Reasons of Swearing Word

No	Reasons	Total
1	Psychology	8
2	Social	3
3	Linguistic	6
	Total	17

Reason of swearing word in this study is dominated by psychological motive which is 8 data and 6 data for linguistic motive from data analysis. Social motive is the lowest reasons used by participant which is 3 data from 17 data analysis.

DISCUSSION

a. The Analysis of Types of Swearing Word

Strong swearing word can be identified by seeing the taboo word that has rude character and it does not maintain its literal meaning. Moreover it should be interpreted according to their emotive sense. Meanwhile, weak swearing word pertains to the taboo word that has mild character and it does not maintain its literal meaning. Moreover it should be interpreted according to their emotive sense as can be seen from the following data below.

- *Adam Shortnacy: as long as Trump is president I don't give a fuck, just like you didn't when Buma was president*

The expression of “I don’t give a fuck” is regarded as strong swearing word and characterized as a way to express emotion in order to exclaim an unconcern toward something. The word fuck in the expression pertains to taboo word and refers to sexual activity. The literal meaning of fuck is having sex with someone and generally used in informal situation. Fuck is the most taboo and powerful rude in English. In this expression, the word fuck does not maintain its literal meaning and it has rude character in the sense of unconcern toward something

- *Audibostem187: so at the end of this very long drawn-out process no witness and no trial? What the hell is going on here?.*

This data is regarded as weak swearing word and presented by the expression “what the hell is going on here” and it is interpreted as a surprised question. The word hell in this expression pertains to taboo word and one of religious types of mild taboo

word. The word hell means the place where some people are believed to go after death to be punished forever for the bad things they have done during their live, the word hell also refers to unkind-bed tempered. But in this expression, the word hell does not mean to the place but used as expression.

b. The Analysis of Reasons of Swearing Word

Psychological motive emphasize that swearing words is used to release stress and related to personal emotions. Meanwhile, social motive can be used to show social intimacy and distance to other people. Linguistic motive are uttered to give emphasize on what people try to communicate and something being discussed as can be seen from the following data below.

- *E P : holy shit you are stupid*

The expression above written by E P is categorized as an expression contained swearing words which is influenced by psychological motive since it is employed to show the personal participant's emotion in order to express annoyance.

- *Dude Bro : Donald Trump doesn't trust China! China is Asshole*

The expression written by Dude Bro "China is Asshole" is categorized an expression contained swearing words which is influenced by social motive. He showed his hatred toward China and saying that china is Asshole. The word Asshole is strong taboo word used to show hatred toward community that can cause insult.

- *Xun Gu : give me fucking link. Who is DR. Z?*

The expression "give me fucking link" written by Xun Gu is categorized as an expression contained swearing word which is influenced by linguistic motive. The word "fucking" as an adjective word in this expression is used to give emphasize to what Xun Gu asking for.

CONCLUSION

The result of the research showed that Types of swearing word in this study is dominated by strong swearing words which is 13 data from data analysis. On the other hand, the researcher only found 4 for the types of weak swearing words. Reason of swearing word in this study is dominated by Psychological motive which is 8 data and mostly found in the types of strong swearing words. The researcher found 6 data for

linguistic motive. Social motive is the lowest reasons used by participant in commenting the CNN political news on YouTube comment column which is 3 data from 17 data analysis.

Strong swearing word and psychological motive are the most dominant types and reasons of swearing in this study. Those are very offensive and impolite to be used in formal situation. CNN as the object of the data is legal YouTube channel which mainly posts about political news. On the other hand, YouTube is a community in which rule for the language usage is no control and the participants who want to comment do not required to disclose any personal information. Moreover, Political issue is one of the popular issues in which people are interested to debate and sometimes causing pro and contra. Thus, it is no doubtful that the participant highly used strong swearing words in order to express and strengthen their personal emotion.

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Determining Illocutionary Act with VARIES Models

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ABSTRACT

Research on the use of language is growing over time as many theories of language use are found. Language is no longer just for communicating but identifying something either implicitly or not. This paper entitled "Determining Illocutionary Act with VARIES Models" discusses the language use to identify the act of utterance by knowing the context and social background in panel discussion conducted by descriptive qualitative approach with content analysis method and focused on language use based on the phenomenon of the panel discussion. The data in this study was in the form of utterance containing lexical items which is used to refer to speakers' language uses in conveying social background and action. This research applied sociopragmatic approach to analyze speakers' social background using VARIES Model theory and speakers' meaning using Illocutionary Act theory through language use. The result of this study shows that vocational language can determine acts such as representative, expressive, directive speech act; age language to directive speech act; religion language to representative, directive and expressive speech act; informality language to representative, expressive and declarative speech act; education background to representative, directive, expressive, commissive speech act; sex language to representative, directive, commissive, expressive and declarative speech act.

Keywords: Sociopragmatics, Language Use, Social Backgrounds, VARIES Models, Illocutionary Act.

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INTRODUCTION

Human as social creature needs interaction to others. Communication can not be separated from human's life. People can speak and understand others said by knowing language. It is called a communication process where people convey the information to each other, such as thought, concept, purpose, feeling, and also conveying emotions directly through conversation. People have to know not only when to speak and when to listen to others to achieve a flowing conversation but also how to interpret of what others mean and how to react based on the meaning of others' words. Then, people need to pay attention to others to get what they mean. Discussion becomes one of human communication forms

which talks or debates about a certain topic. It will be referred to as panel discussion if it involves a group of people gathered to discuss a topic in front of audiences and guided by a moderator who guides the discussion and sometimes elicits audience questions with the goal of being informative and entertaining. Because communication can not be separated from human's life, language becomes an essential thing to interact to others. In order to achieve the goals of communication, it is a must for people to use language well because the examination of language use patterns strengthens people's understanding of human communication and the primary purpose for each language.

One of the most important problems in the study of language use is that of the interpretation of utterances. Relating to Hudson (1980), the uses of language are to communicate and to identify social groups. Since people can determine social background from utterances, the interpretation of utterances can be detected. Language does not occur in isolation. To get the meaning, social context (social background) and context of situation (environmental background) which the utterances were uttered is needed. Levinson (1983; p.5) defined pragmatic as the study of language use which studies of relation between language and context which is basic to an account of language understanding while sociolinguistics sees language as a social phenomena and it is related with the social structure and system of society. Therefore, language can not avoid being influenced by factors like social status, vocation, social role, education background, sex, age, religion, belief, etc. Both speaker and hearer in the language communication must know and have assumptions about their status in relation to the other. Social status will be an important factor to determine who should initiate the conversation. In another case, the conversation between two person that have the same sex but different in age may differ with the conversation between those who have the same sex and age. Social background and circumstance of speech communities affect language use. Then, social background plays an important role for determining what the meaning and the purpose of the utterance.

Relating to previous explanation, one of the ways to know the context of speech communities is language then language becomes the DNA of a society through which we can determine vocation, religion, education, sex and other social backgrounds. People use language to determine their social background and how they use the language influenced by the social background itself. Then, language can do both communicate to each others and identify their social groups. Research on language use is growing over time as many theories of language use are found. This study found that knowing the social background and

circumstances, people will be able to determine the purpose or the act of the communication using certain theories

To investigate the social background of speakers, the researcher deals with VARIES Model proposed by Adeyanju's theory in his book *Sociolinguistics: An Introductory Insight in Language, Meaning, and Society*, 2002. This theory gives many contributions for getting further social backgrounds. Gender, social class, regional differences are a few determining factors of people's language variation. According to Milroy and Gordon (2003), most sociolinguists do not consider these effects straightforward but social class indeed plays a very important role in creating language variations. People can easily be categorized into their social background that they belong to by observing their use of language. The stance of these scholars is what later metamorphosed into the VARIES model, a set of acronyms that classifies language in use in society into : Vocational jargons, Age related language, Religional/Religious language, Informality, Educational Jargons, and Sex for language. These social backgrounds bring us to know speaker's purpose in conveying his utterance. Words are not just uttered, people do things with words. It must have a purpose. When people attempts to express themselves, they do not only produce utterances containing grammatical structures and words (language usage). People will show their intention or purpose in communication process through what they thought with showing actions through their utterance (language use). The action is called Speech Act. Speech act includes acts such as reporting, promising, requesting, suggesting, etc. The researcher deals with Illocutionary Act proposed by John Searle in his book *Speech Acts An Essay in the Philosophy of Language*, 1969. In 1979, Searle broadly classifies illocutionary acts into five categories, namely: 'assertives', 'directives', 'commissives', 'expressives' and 'declaratives'. However, less uses VARIES model as their theory to analyze social background of speaker's utterance and none uses this theory to determine the act of utterance as in Illocutionary Act theory.

Less is known about the big issue of United State of America presidential election in 2016. This presidential election became a trending topic around the world, causing a lot of debated among the community. The issue debated whether digital media is good for democracy or not. BBC News on YouTube has issued several news about this, even opening a panel discussion to discuss this issue. The panel discussion entitled *Is digital media good for democracy?* which invited special guests according to the topic was brought. As the guests have powerful positions in their social groups and certain knowledge about the topic would be brought, they are able to be representatives of their groups. Their social background would bring them to speak purposeful utterances. This study used sociopragmatic approach to

analyze speakers' utterances. Sociopragmatic is the combination of sociolinguistic and pragmatic approach. The researcher applied sociolinguistic approach to identify social background of speech community and pragmatic to analyze meaning of speakers' utterances. This study is to investigate social background of speakers and analyze how the social background affects the speaker's meaning through their language use. Variables of VARIES Model performed different illocutionary acts among the various heterogeneous social groups in speech community as social background can determine what the meaning and the purpose of the utterance.

METHOD

In the analysis of language use, this study is conducted by using descriptive qualitative research with content analysis method. By using descriptive qualitative research, the phenomenon on its context could be analyzed clearly and described deeply. The primary data of this research is the utterances spoken by several participants on one of The Big Question's episode of BBC News : *Is digital media good for democracy?* recorded at London's Brunel University on 19th February 2017. The source of data in this research is BBC News on YouTube (<https://youtu.be/zDdWbStC2VU>).

The researcher used visual analysis to collect the data. The procedures of the data collection were downloading and editing the transcript then selecting and marking the utterances which contains social identity and illocutionary act. The technique of analyzing the data in qualitative research involves preparing data, understanding data, presenting and interpreting data according to Cresswell (2009: p.183). After collecting, selecting and marking the data, the researcher analyzed social background of each speakers through their utterances using VARIES Model theory. Then, this social background helped the researcher determining types of illocutionary acts in their utterances. Qualitative researchers also use other instruments to help themselves for collecting the data. Therefore, in this research, the primary instrument is the researcher herself. The researcher is involved in all process of the research such as observation, analysis, and the data interpretation.

FINDING AND DISCUSSION

a. DATA 1

'Broadly political policies use online communications for two things. The first thing is to find and recruit supporters who will go and take those vital actions to support them primarily offline as other panel members have mentioned so they are going to go knock on

*the doors because nothing beats that face-to-face communication. **The second thing they do and we did in 2015 campaign is** to find and reach out to those swing voters in their marginal seats that can decide that election and speaks them about the issues they care about'*

The utterance '*the second thing they do and we did in 2015 campaign is...*' shows speaker's socioeconomic characteristic. The speaker is involved on political campaign in 2015 because 2015 is the year which presidential election of United States was held, which means that the speaker is conservative party of 2015 election. The utterance is vocational language since it represents speaker's career. The speaker not only uttered but also did action with his words. The speaker intended to perform 'giving information' to the hearer from the utterance. The following will describe felicity conditions for the utterance.

Table 1 Felicity Conditions of DATA 1

Preparatory Condition	The speaker believes what he says is true due to his knowledge The speaker is able to produce the utterance The speaker can pronounce the utterance clearly so that it can be clearly heard by the hearers He is not under other people's control in producing his utterance By uttering the utterance, the speaker informs the hearers the thing that is mentioned in his utterance.
Propositional Content	The utterance is produced as a reply to the other's question
Sincerity	The speaker is sincere about what he did and how he did as conservative party director
Essential	The speaker intends to perform 'giving information' to the hearer

The utterance is representative speech act since it describes speaker's understanding on certain matter. The speaker believes what he says is true due to his knowledge. This utterance fulfills the felicity condition of representatives. The preparatory condition of the utterance is the fact that the speaker is able to produce the utterance. The speaker can pronounce the utterance clearly so that it can be clearly heard by the hearers. He is not under other people's control in producing his utterance. By uttering the utterance, the speaker informs the hearer the thing that is mentioned in his utterance. Thus this utterance fits the preparatory condition of representatives. The utterance is produced as a reply to the other's question therefore the speaker accomplishes the propositional content of representatives. When the speaker produces the utterance, he is sincere about what he did and how he did in

2015 election online. The speaker knows exactly what he is saying because he is a conservative party director of digital and creative in 2015 election. He is part of that election. Thus, the utterance completes the sincerity condition. Essential condition of the utterance is shown by the intention of the speaker in uttering the utterance. By telling the genuine information, the speaker really intends to give information to the hearer. The intention of informing as it is mentioned in the utterance clearly show by the speaker. Consequently, the utterance fits the essential condition of representatives. Relating the felicity condition of the utterance, it can be seen that the utterance is felicitous. The utterance is representative of informing. With knowing socioeconomic characteristics, it can determine what type of illocutionary act the speaker will use. Particular career and experience make speaker have some stereotypes about something. These stereotypes make the speaker uses representative speech act because the speaker attempts to state what he/she believes. The speaker intends to giving information based on his experience and belief so that vocational language brings speaker to use representative act on she/his utterance.

b. DATA 2

*The danger with **people like me on the left of politics** is we think well the mainstream media's biased against this. Most of the press supports the Conservative Government. **So successfully you said I'm not good**, we're not just gonna do things for likes or clicks, we're going to target the people we need to win over who aren't in our natural coalition '*

There are two sides of politics. They are left politics and right politics. The speaker stated that he is on the left of politics. Left politics is characterized by an emphasis on “ideas such as freedom, equality, fraternity, rights, progress, reform, and internationalism” while Right politics is characterized by an emphasis on “notions such as authority, hierarchy, order, duty, tradition, reaction and nationalism”. It is speaker’s belief in politics. His statement represent his belief, thus it is religion language. The speaker stated that people on the left of politics is danger because of what they belief about the mainstream media therefore religion language brings the speaker uses representative speech act. Not only stated but also showed feeling, the speaker intends to show disagreeing on a certain thing or to show speaker’s evaluation. The following will describe felicity condition of the utterance.

Table 2 Felicity Conditions of DATA 2

Preparatory Condition	The speaker wants to express his feeling on certain thing as it is stated in the utterance The speaker is able to utter the utterance in which he has the capability to produce the linguistics units The speaker is not under other's pressure to utter the utterance
Propositional Content	The speaker expresses dislike toward other's statement or attitude about certain matter
Sincerity	The speaker is sincere that someone has disturbed and judged him
Essential	The speaker intends to show disagreeing on a certain thing or to show speaker's evaluation. The utterance is expressive of attitude since it is expression of disagreeing toward the hearer's attitude or argument

The circumstance of the utterance is after hearing other's statement about left campaign and parties which the speaker believes, the speaker feels that it is not right and he didn't like other's attitude on his believe and job. The utterance of is expressive speech act since it expresses speaker's disagree or dislike toward hearer's attitude. The preparatory condition of the utterance is that the speaker wants to express his feeling on certain thing as it is stated in the utterance. The speaker is able to utter the utterance in which he has the capability to produce the linguistics units and he is not under other's pressure to utter it. Since the circumstance supports the production of the utterance, it is clear that the utterance fits the propositional content. Sincerity condition of the utterance is proven when the speaker was sure that someone has disturbed and judged him. The utterance also meets the requirement of essential condition since it is meant to show disagreeing on a certain thing or to show speaker's evaluation. The utterance is expressive of attitude since it is expression of disagreeing to the hearer's attitude or argument. Expressive of attitude is a kind of expressive speech act and this utterance is felicitious. Religion language brings the speaker uses expressive speech act since the speaker has certain knowledge or belief about something and when the hearer makes judgement about what the speaker belives, the speaker does express with her/his utterance.

c. DATA 3

'Yes, I did. I think as a woman or as a feminist campaign online and you just opened to that which is sad but like I found that online trolling is an important form of sexism like in current way in that is documented'

The speaker clearly said words which represents social classification of individuals into the categories female based on cultural understanding of the body thus it is sex language. It can be concluded that the speaker is a woman or female because she clearly said she is a woman. It also represents socioeconomic characteristic of speaker as a feminist campaign online. The following will describe felicity condition for the utterance.

Table 3 Felicity Conditions of DATA 3

Preparatory Condition	The speaker believes what she says is true due to her knowledge The speaker is able to produce the utterance The speaker can pronounce the utterance clearly so that it can be clearly heard by the hearers She is not under other people's control in producing her utterance By uttering the utterance, the speaker informs the hearers the thing that is mentioned in her utterance.
Propositional Content	The utterance is produced as a respon to the other's statement
Sincerity	The speaker is sincere that online trolling is an important form of sexism like in current way in that is documented
Essential	The speaker intends to state what she knows about it

The utterance is representative speech act since it describes speaker's understanding on certain matter. The speaker believes what she says is true due to her knowledge. This utterance fulfills the felicity condition of representatives. The preparatory condition of the utterance is the fact that the speaker is able to produce the utterance. The speaker can pronounce the utterance clearly so that it can be clearly heard by the hearers. She is not under other people's control in producing her utterance. The utterance is produced as an respon to the other's statement therefore the speaker accomplishes the propositional content of representatives. When the speaker produces the utterance, she is sincere that online trolling is an important form of sexism like in current way in that is documented. The speaker knows exactly what she is saying because she is a woman and a feminist campaign online. Thus, the utterance completes the

sincerity condition. Essential condition of the utterance is shown by the intention of the speaker in uttering the utterance. By performing it, the speaker intends to state what she knows about that matter. The intention of stating as it is mentioned in the utterance clearly show by the speaker. Consequently, the utterance fits the essential condition of representatives. Relating the felicity condition of the utterance, it can be seen that the utterance is felicitous. The utterance is representative of stating. Sex language and vocational language brings the speaker uses representative speech act since the speaker has certain knowledge based on experience as woman and feminist campaign.

d. DATA 4

'Owen is right *that there are lots of examples of mainstream media outlets publishing things that are not true in our experience'*

The speaker is agreeing with other's statement about the way the media operates in that country. The speaker said that it is true from his experience. Owen works as campaigners and journalist on The Guardian and the speaker works as journalist and fact-checker on Full Fact. If we see their socioeconomic background, both of them works as social media analyst so they have same education background about the mainstream media operates. They have the same understanding about it. The speaker's statement represents their educational background thus it is educational language. Not only stated but also showed feeling, the speaker intends to show agreeing on a certain thing or to show speaker's evaluation. The following will describe felicity condition of the utterance.

Table 4 Felicity Conditions of DATA 4

Preparatory Condition	The speaker wants to express his feeling on certain thing as it is stated in the utterance The speaker is able to utter the utterance in which he has the capability to produce the linguistics units The speaker is not under other's pressure to utter the utterance
Propositional Content	The speaker expresses like and agree toward other's statement or attitude about certain matter
Sincerity	The speaker is sincere that someone is true

Essential	The speaker intends to show agreeing on a certain thing or to show speaker's evaluation. The utterance is expressive of attitude since it is expression of agreeing toward the hearer's attitude or argument
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The utterance of is expressive speech act since it expresses speaker's agree toward hearer's attitude or statement. The preparatory condition of the utterance is that the speaker wants to express his feeling on certain thing as it is stated in the utterance. The speaker is able to utter the utterance in which the speaker has the capability to produce the linguistics units and the speaker is not under other's pressure to utter it. After hearing Owen's argument about the way the media operates, the speaker agreed with Owen. Since the circumstance support the production of the utterance, it is clear that the utterance fits the propositional content. Sincerity condition of the utterance is proven when the speaker was sure that someone is right. The utterance also meets the requirement of essential condition since it is meant to show agreeing on a certain thing or to show speaker's evaluation. The utterance is expressive of attitude since it is expression of agreeing toward the hearer's attitude or argument. Expressive of attitude is a kind of expressive speech act and this utterance is felicitous. Educational language brings the speaker uses expressive speech act since the speaker has certain knowledge based on his experience.

e. DATA 5

*Well yeah, I mean, **I particularly interested in this question** of rules and regulations because the most regulated part of media is television.*

In this utterance, the speaker is agreeing with other's statement about Television is the most regulated media. If we see from the speaker's socioeconomic background, he and other work as social media analyst. They knows exactly how media operates. Both speaker and other have the same understanding about it. This statements represent their same educational background thus this is educational language. Not only stated but also showed feeling, the speaker intends to show satisfaction on a certain thing or to show speaker's evaluation. The following will describe felicity condition of the utterance.

Table 5 Felicity Conditions of DATA 5

Preparatory Condition	The speaker wants to express his feeling on certain thing as it is stated in the utterance The speaker is able to utter the utterance in which he has the capability to produce the linguistics units The speaker is not under other's pressure to utter the utterance
Propositional Content	The speaker expresses satisfied about certain thing
Sincerity	The speaker is sincere that he feels satisfied or happy with that topic
Essential	The speaker intends to show satisfied on certain thing. The utterance is expressive of satisfaction since it is expression of happiness or pleasure

The utterance is expressive speech act since it expresses speaker's satisfaction. The preparatory condition of the utterance is that the speaker wants to express his feeling on certain thing as it is stated in the utterance. The speaker is able to utter the utterance in which he has the capability to produce the linguistics units and he is not under other's pressure to utter it. After questioned about media platform by Nicky, the speaker feels happy because he knows that topic. The speaker is an executive board member in Channel 4. Since the circumstance support the production of the utterance, it is clear that the utterance fits the propositional content. Sincerity condition of the utterance is proven when the speaker was sure that he feels satisfied with that topic. The utterance also meets the requirement of essential condition since it is meant to show satisfaction on a certain thing. The utterance is expressive of satisfaction since it is expression of happiness or pleasure. Expressive of satisfaction is a kind of expressive speech act and this utterance is felicitious. Educational language brings the speaker uses expressive speech act since the speaker has certain knowledge based on his experience.

CONCLUSION

Interestingly, there is a relationship between social background and illocutionary act. Social background plays an important role for determining meaning of utterance. By knowing social background of the speaker, it is easy to get what the meaning and the purpose of the utterance. In fact, using VARIES Model to determine social background can

determine what types of illocutionary act the speaker will use. Socioeconomic characteristic of speakers or vocational language brings the speakers to use representative, expressive, directive speech act. Particular career and experience make speaker have some stereotypes about something. These stereotypes make the speaker use representative speech act because the speaker attempt to state what he/she believes, expressive speech act because the speaker has his/her stereotype about something which others may not be agree or disagree with and directive speech act because the speaker attempts to give suggestion, direction, advise to the hearer according to what he/she believes and experiences. Different ages or socio-strata makes the speaker use directive speech act. Belief or religion language makes speaker use representative, directive and expressive speech act. Informality language makes speaker use representative, expressive and declarative speech act. Educational background makes speaker use representative, directive, expressive, commissive speech act. Having understanding about certain things make the speaker uses representative speech act to state what he/she knows, directive speech act to give suggestion according to what he/she knows, expressive speech act to express their feeling toward certain thing according to what he/she knows, commissive speech act to commit him/herself to do something according to what he/she knows or experiences. Sex language makes speaker use representative, directive, commissive, expressive and declarative speech act. The findings fulfill the purpose of this study; to find VARIES Models to determine speakers' social backgrounds and to analyze how social background influences people using language to perform an action in Illocutionary Act.

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