ESL/EFL LEARNERS' WRITING SKILLS: ISSUES IN MALAYSIA & INDONESIA

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PREFACE

Universiti Teknologi MARA (UiTM) has achieved another milestone in globalizing the university with an international collaborative program between UiTM Pahang Branch (Jengka Campus) and Universitas Ahmad Dahlan, Yogyakarta, Indonesia.

This globalization program was successfully organized by Academy Language Studies with the cooperation of the Rector's Office, Research & Industrial Linkages Division, Students Affairs Division and Academic Affairs Division of UiTM Pahang Branch. An enthusiastic participation by both institutions ensured the objective of the program which is to create a network between UiTM Pahang Branch and Universitas Ahmad Dahlan in providing platforms for academicians and students to share ideas and knowledge on a more global scale, was achieved.

An international colloquium was organized as one of the activities between the two universities and it was chaired by YM. Dr. Tengku Intan Suzila Tengku Sharif from Academy of Language Studies, UiTM Pahang Branch. This international colloquium is seen as one of the best platforms for both academics and students to share their knowledge internationally.

As a product of the colloquium, the ESL/EFL learners' writing skills: Issues in Malaysia and Indonesia is published online so that the ideas and knowledge could be shared freely not only among these two institutions but by all. The readers could benefit from this as it consists of eight research papers which cover different areas in Applied Linguistics, Education and also Literature.

Therefore, I applaud the authors and publication team for an inspiring effort and success. May Allah gives strength to this intellectual collaboration between UiTM Pahang Branch and Universitas Ahmad Dahlan so it would further continue to be a platform for sharing ideas with the academic world.

Dr. Badli Esham Ahmad
Deputy Rector
Research & Industrial Linkages Division (PJI)
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Urban Dictionary: A Potential Hazard for ESL Vocabulary Learning?

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Abstract: Urban dictionary which is often used by kpoppers' language users is a present phenomenon influencing some young Malaysian fans of K-pop music, especially those who read online novels or short stories. These stories were written by English as second language (ESL) or English as foreign language EFL writers. During evaluating speaking and writing tests, some odd usages of vocabularies such as defining different meanings than norm have been encountered. Thus, this problem was investigated qualitatively through convenient interviews of several secondary school students. The present paper unfolds some potential hazards that may affect academic spoken and written ESL in Malaysia.

Keywords: Urban dictionary, K-poppers, Vocabulary

1. Introduction

Urban dictionary on https://www.urbandictionary.com/ or some suggested as kpoppers' language is crowd-sourced online dictionary or record of new words, common usages, opinions, slangs words and phrases even popular culture (Anon 2018) and a potential challenging phenomenon in learning English. It is claimed to be the 25th-biggest site in the United States according to Quantcast, that it has 130 million global views (Chang 2017).

2. Literature Review

Chang (2017) claimed urban dictionary was commenced in 1999 by then-computer science student Aaron Peckham. The "crowd-sourced online dictionary" has also expanded that in 2014 where Peckham alleged that the site has more than seven million definitions (Chang 2017). Peckham also suggested that Urban Dictionary's mobile app has been downloaded more than three million times (Chang 2017). Therefore, word definitions in the urban dictionary may be widely adopted and possibly be acceptable to a significant number of English users especially non-native English users.

Venter (2007) discussed about the of confusion of what is acceptable and what is not in English as being formal and informal yet both are standard English. Thus, to say that informal or slang is not English language is a debate. Anon (2018) believed that without editors, urban dictionary is without control thus suggested Wiktionary may offer a better structured and sound crowdsourcing for word definition.

3. Problem Statement

The present preliminary overview of the influences of urban dictionary on Malaysian ESL students are based on observation during evaluating processes of speaking and writing tests and occasional daily communication between friends highlighted some odd usages of vocabularies that the users are defining different meanings to vocabularies were encountered.

4. Methodology

This preliminary study approach is qualitative through a convenient interview of a few secondary school students. Interview was carried out, transcribed and content analysis was carried out. From this interview, some examples of

odd usages of vocabularies were gathered and reconfirmed using online search. Figure 1 below illustrates the framework adopted.
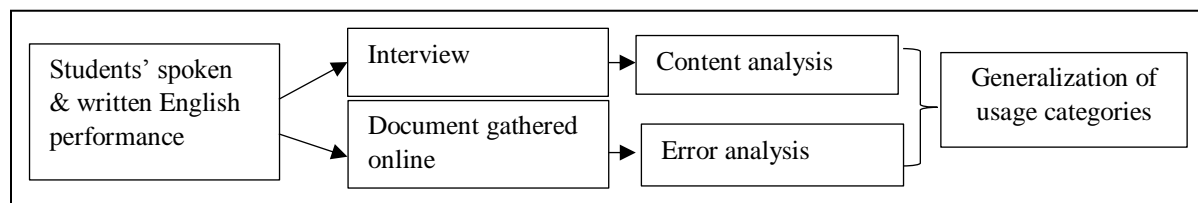

Fig. 1 Research Procedure

Based on this interview, some usage samples were gathered for error analysis in (1) definition and (2) parts of speech.

5.   Findings And Discussion

The conducted interview has suggested some concerns involving words and definition used by the present ESL students. From the interview, it suggests that not only definitions are altered (12), or used in a wider sense, pronunciations can also be camouflaged to conceal negative meaning (14).

12: *Like peaches and cream...urban meaning is negative but the real meaning is beautiful; fair skin*

14: *Some people at school use bitch...but they pronounce it 'bij' instead. kitaorg tak guna those words in writing but in communicating (with kpoppers)*

Online findings confirm the present data. Table 1 below shows some examples available online.

Table 1 Some examples online

"Are you ok?" I ask, while scratching my head. I wanted to be lowkey with my suspicion.	You: ?! Seokjin: Oops (^ o ^) You: You're <u>highkey</u> embarrassing him right now. Sekjin: I know…

Table 2 below shows the preliminary analysis where some definition alterations and parts of speech functions have also been affected. Affected part of speech are adverb, pronoun/adjective, noun and verb. Example (1), 'low-key' has been used to replace the adverb 'really' yet to define 'really in a subtle manner.' (2) suggests that the adverb 'really' is of 'flashy manner.' It has also been used in some American movies. Example (3) can be distractive as it might indicate someone's name as opposed to a pronoun for a love one.

Multiple definitions can be existed based on purpose or role it serves in a sentence. Example (4, 5) suggest that 'hoe' can be both positive and negative. Some reductions are also can be seen in (3, 4, 6). In (6) vocabulary learning can be tainted as 'ship' is usually defined as a water transportation vessel.

Table 2 The preliminary analysis

	Examples	Definition	Parts of Speech
1.	"I low-key like him for you." she blushed as I said that.	not to announce it,	adverb
2.	"I'm gonna go high-key about this." she yelled.	opposite of low-key	adverb

3.	"Help me with this test me" "I got you fam"	to described someone you love dearly;	pronoun/adjective
4.	"Aiyo, fam! Lunch with me please!" I begged since my bestie isn't here with me.	short for family	pronoun/adjective
5.	"You're dead meat hoe." she giggled while tackling her bestie	to describe a friend that you really care and love; antithesis	pronoun/adjective
6.	"Get away from me you hoe!"	negative meaning; ho=prostitute – informal of whore	pronoun/adjective
7.	"Yessss!!! I shipped you guys ever since middle school." he said.	short for relationship	noun used as active verb
8.	"Did anybody loses their bae?" he said as he was struggling keeping Kook still.	informal address is a boyfriend or girlfriend	pronoun
9.	"Hey Jung SHOOK." I laughed seeing his reaction after I teased him.	Shook is shock, a Korean artist who has big eyes every time in shock	adjective
10.	"My bias is Jungkook"	favour; preference	verb used as noun
11.	"The rest of the BTS members are my bias wrecker."	favour; preference	verb used as noun

The findings suggest that some entries may expand the vocabularies, expand definition of a word while others may change the definition. In some occasions, reduction may only lead to confusion in definition while others may create chaos as the formal meaning is very different from the definition given in urban dictionary.

6. Conclusion

In conclusion, extra care is required to ensure ESL learners are wary of the differences in formal and informal English. Separation of academic usages and competence have to be observed over informal usage and performance. As this is a preliminary exploration of the matter, in-depth study needs to be undertaken.

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An Analysis of Grammatical Errors in Undergraduate Essay Writing: A Case Study of UiTM Pahang Interim Students

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Abstract: Error analysis has been a great tool for ESL learners to English language. It helps language instructors to identify and analyse students' weaknesses. Previous studies have found that ESL learners have been struggling to understand English grammar due to different rules that their first language has. This paper attempts to look at the types of grammatical errors that Malay ESL students commonly do in their writings and to identify the most common types of grammatical errors that they do. The findings show that respondents committed errors for all parts of speech and subject-verb agreement. They also show that the most common errors committed is on verbs.

Keywords: Essay writing, Grammatical errors, Interim students

1. Introduction

In the process of acquiring a second/foreign language, learners regularly produce errors, particularly grammatical errors. Numerous studies have observed this and it commonly happens when writing an essay. Some researchers believe that making errors while learning a language is an essential tool to improve learners' learning process. Realizing the errors and analysing them would make the learners become more aware of their writing problems, thus, this encourages them to be more engaged with their own language acquisition. In light of this notion, the researchers feel that it would be paramount to identify the types of errors made by the students in their writing tasks. Therefore, this paper aims to:

a) Identify the types of grammatical errors committed by Malay ESL students in essay writing.
b) Examine the most frequent types of grammatical errors found in English essays written by Malay ESL students.

In acquiring a new or foreign language, grammar is often viewed as the most crucial element in the language learning process. Anwar and Zaiyadi (2017) claimed that "grammar is central in teaching the basic knowledge and learning language effectively" (p.56). A good command of grammar is a necessity to ensure learners to perform other components of language skills; reading, listening and speaking. Nevertheless, in learning a second language, it is often the case where learners still commit grammatical and lexical errors in all language components despite having learnt the language for many years. These errors are mainly due to the interference of mother tongue, also known as the interlingual errors, which is one of the main problems in relation to L2 writing (Alnoori et al. 2015).

Errors are classified and categorized according to their forms "into six different categories: omission of grammatical morphemes, double marking of semantic features, use of irregular rules, use of wrong word forms, alternating use of two or more forms, and misordering" (Dulay et al. 1982, as cited in Sermsook et al. 2017, p.103). Sermsook et al also clarified that "in the late 1990s, James (1998) proposed five categories of errors which include grammatical errors (adjectives, adverbs, articles, nouns, possession, pronouns, prepositions and verbs), substance errors (capitalization, punctuation and spelling), lexical errors (word formation and word selection), syntactic errors (coordination/ subordination, sentence structure and ordering), and semantic errors (ambiguous communication and miscommunication)" (2017, p.103).

Since it was mentioned earlier that realizing the errors and analysing them would make the learners become more aware of their writing problems, Error Analysis (EA) has once again garnered lots of interest from scholars and researchers. According to Napitupulu (2017), Sawalheh (2013) claimed that researchers who are involved in error analysis discovered that "errors are beneficial for both learners and teachers as it provides information to the

teachers on students' errors" (p.71). Consequently, Al-haysoni (2012) also claimed that Error Analysis (EA) is to assist the educators "firstly, to correct their errors, secondly, to improve their teaching and thirdly, to focus on those areas that need reinforcement" (as cited in Napitupulu 2017).

Anwar and Zaiyadi (2017) conducted a study to investigate the grammatical errors found in essays produced by diploma students at Kolej Universiti Islam Antarabangsa Selangor (KUIS). Using 20 respondents, the essays were analysed in order to identify and categorise the grammatical errors found in the essays. From the study, they found that there were 19 types of grammatical errors made by the students and the most common grammatical mistakes made by the respondents were countable-uncountable nouns, subject-verb agreement, articles and determiners as well as base-form verbs. They concluded that grammatical errors are still a common occurrence in students' writing even though they have spent years studying English.

This is also supported by Shamsudin and Mahady (2010) which aimed to determine the errors committed by first year UTM students in their paragraph writing task. 66 respondents from the Faculty of Mechanical Engineering and the Faculty of Civil Engineering in UTM Kuala Lumpur were asked to write a paragraph each one of them, which were later collected for analysis. From the 66 paragraph samples analysed, they found 1202 grammatical and lexical errors, such as tenses with 257 errors (21.38%), verbs with 168 errors (13.98%) and word choice with 128 errors (10.65%). The findings confirmed their objective that even first year students in this university still produce errors in their writing.

2. Methodology

The present study is qualitative in nature and it involved 20 students who served as respondents. All respondents were semester 1 students who enrolled in an interim semester for seven (7) weeks. Throughout the 7 weeks, they were given lectures on an English proficiency subject, which gauged their language skills except writing. They were also taught grammar deductively in which the rules were exposed before explaining using examples. During the interim semester, they were given intensive English class for 8 hours per week.

To achieve both research objectives, the respondents were asked to write an essay of more than 200 words. They were given a list of essay topics which comprises descriptive and narrative essays. Later, their essays were evaluated and the errors found in the essays were analysed using a framework proposed by Corder (1974). The framework suggested analysis of errors to be done in two steps:

Step 1: Essays were examined
Step 2: Errors were quantified and converted into percentage.

For the purpose this study, only errors which involved Parts of Speech & Subject-Verb Agreement were analysed since only these topics were covered in the syllabus.

3. Findings and Discussion

For the first research objective, the types of grammatical errors committed by Malay ESL students in essay writing were identified. As a result, it was noticed the respondents committed errors in parts of speech and subject-verb agreement. Examples of errors for each category can be seen in Table 1 below.

Table 1 Examples of grammatical errors done found in the essays written by respondents

Category	Examples
Noun	- Then, we checked in our *luggages* and wait for our flight. - We move to the next tour, hotel Seri Melur are behind the "*pasar malam*" which is we can put that placed on schedule. - Dataran Langkawi not much interesting for me because that place only had "*patung helang*" that are so big.
Pronoun	- Dataran Langkawi suitable for family where *(we)* can take a photo as beautiful memory to kept. - Before that, *(we)* wore our swimming attire and been briefing by the workers there. - This is because they are not really confident about t*hemself* and they feel anxious if the communicate with people in real life.

	• *They're* name are Noor Alisa Azira and Nor Arisa Afira.
Adjective	• It doesn't matter whether the family is big or small, but the important things is the family must spreads loves, *kinds* to each family members, respect each other and for information we cannot exchanged and changed our family members.
	• That was so scary because I had a fobia of *heightness* but just a little.
	• Other than that, some kids and students are just ignored the *health* life like they don't eat and just focus to the games in the morning till night.
Adverb	• *Although*, I have a brother.
	• My mother is *beautifully*.
Article	• Furthermore, **a** parents also need to spend time with their children.
	• She is (a) hardworking person.
	• I feel *exciting* and fear at the same time.
Preposition	• *On* night, we went to eat at a restaurant.
	• Student portal is a suitable place *for* to submit an assignment.
	• *At* the second day, we went to the museum.
Verb	• They will feel something *(is)* wrong when they do not play games.
	• My mother always *woke* up early.
	• She always *told* me to *eat* medicine.
Subject-Verb Agreement	• Teenagers and adults *need* a smartphone.
	• 'Lata Iskandar' *have* a beautiful scenery.
	• She always *give* advice to me.

*errors are in italics

As can be seen from the examples of errors in Table 1, the respondents committed errors mainly because they did not have a rich vocabulary which led them to use Malay language or miss the correct words. They were also confused in using the correct parts of speech.

To achieve the second objective, grammatical errors found were quantified and the result is shown in Table 2 below.

Table 2 The number of grammatical errors made by the respondents

No.	Type of Errors	Frequency	Percentage (%)
1	Noun	55	11.3
2	Pronoun	35	7.2
3	Adjective	14	2.9
4	Adverb	3	0.6
5	Verb	242	49.7
6	Preposition	52	10.7
7	Article	56	11.5
8	Subject-Verb Agreement	30	6.2
	TOTAL	487	100

As noted in Table 2, the most common errors made involved Verb. The errors were made by almost all respondents, which contributed to almost half of the errors. Majority of the verb errors made the respondents involved correct use of tenses and missing be-verbs. This may be caused by the absence of tenses in their first language. They also had limitation in expressing the correct words for actions and thus, led them to leave the sentence incomplete without verbs. This is in line with studies done by Taher (2011).

Adverb, on the other hand, had the smallest number of errors. However, as observed in the essays, this happened due to lack of competence in using adverbs in their writings. Most respondents failed to vividly describe action verbs and avoided it.

4. Conclusion

Grammatical errors are the most common errors which ESL learners always commit (Kennedy 2010). This is possibly due to the different grammatical rules that their first language and target language have. ESL learners have tendencies to either ignore the rules or be confused with them. In the present study, the results show English verbs are the most challenging part of speech in students' writings. The absence of rules for this part of speech in their mother tongue makes the understanding even tougher.

Therefore, it is crucial for English language instructors to conduct a placement test prior class to help them understand their students better. It would help language instructors to gauge the students' proficiency level and identify their weaknesses. Language instructors should also be able to decide the best approach of teaching grammar; deductively or inductively.

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The Deep Sadness Experienced by the Main Character as Reflected in Porter's The Lady in Black

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Abstract: The subject of the research is the short story entitled The Lady in Black written by Eleanor H. Porter. Meanwhile the object is the deep sadness experienced by the main character. The aim of the research is to analyze the deep sadness experienced by the main character. Adopting the qualitative approach, the data were analyzed descriptively using a psychological angle. The result of the research shows that the main character experienced a deep sadness due to the loss of her daughter. The features that indicate the feeling of grief of the main character are depression, anxiety, anger and hostility, anhedonia, loneliness, agitation, fatigue, low self-esteem, sense of helplessness and hopelessness, suspicious, interpersonal problems, yearning for the deceased and preoccupation with the memory of the deceased.

Keywords: Deep sadness, Psychological approach, The Lady in Black

1.   Introduction

Losing someone whom you love or care deeply is very painful. One may experience all kinds of difficult emotions. It may feel like pain and sadness that one can never let go. Some of them express their deep sadness by wearing dark clothes and crying day and night. These are normal reactions to a significant loss. This is called grief. This is affected by the loss of a loved one. It indicates a period of grieving, marked by withdrawal from social events and silence. The more significant the loss one feels, the more intense the grief.

Next, grieving is an action of feeling of grief. It is a personal and highly individual experience. How people grieve depends on many factors, including their personality and coping style, their life experience, their faith and the nature of the loss. A grieving process takes time. Healing happens gradually. It cannot be forced or hurried. Some people start to feel better in weeks or months. For others, the grieving process is measured in years.

Grief is a natural response to loss. It is an emotional suffering that one feels when something or someone the individual loves has been taken away. What the mother, Helen, in The Lady in Black had experienced is a natural response to loss of someone whom she loved. Her grief is the issue that will be studied and discussed in this research. The way Porter told the emotion of grief in the story was so touching that it indicates a big love she had for her daughter.

2.   Discussion

Many experts have formulated the features of grief. Stroebe and Stroebe (1987) had summarized the features or the symptoms of grief as follows:

Affective Aspects

    a.   Depression

In Longman Dictionary of Contemporary English (Summer 2003, p.421), depression means "a medical condition that makes you feel very unhappy and anxious and often prevents you from living a normal life." The depression experienced by Helen was shown by her withdrawal from the society. It was not normal in her life. Her depression was also shown by her feeling of a deep sadness.

Helen locked herself in her room restlessly and decided not to join his husband and son, Bobby who were playing outside the house. She did not want to meet her only son. What Helen had done shows a withdrawal of her from people including her own family. No matter how her son tried to approach her, she did not want to respond to

him. She preferred to stay in her room alone rather than playing with her son. She even asked her only little son to stay away from her.

b. Anxiety

In Longman Dictionary of Contemporary English (Summer 2003, p.55), anxiety means "the feeling of being very worried about something." Anxiety is a feeling of fear of something unlikely to happen.

According to Stroebe and Stroebe (1987), anxiety is a feeling of fear, worry, and uneasiness, usually generalized and unfocused as an overreaction to a situation that is only subjectively seen as menacing. It can be seen from the quotation that Helen was worried and anxious about her daughter named Kathleen. She was afraid that Kathleen would feel alone in her grave because Kathleen was buried alone on the hillside. It makes her experience uneasiness when communicating with her husband. She shouted and cried as if she was the only one who cares about Kathleen. The fact is Kathleen had already passed away. It is impossible for her to feel alone. The anxiety experienced by Helen is unreasonable and unlikely to happen.

c. Guilt

In Longman Dictionary of Contemporary English (Summer 2003, p.721), guilt means "responsibility and blame for something bad that has happened". Feeling guilty is usually followed by self-blame and self-accusation about events in the past, especially about events dealt with death (a feeling that more could have been done to prevent the death). Yet, Helen did not blame herself toward the death of Kathleen. Therefore, Helen does not experience this feature.

d. Anger and Hostility

In Longman Dictionary of Contemporary English (Summer 2003, p.49), anger means "a strong feeling of wanting to hurt or criticize someone because they have done something bad to you or been unkind to you". Hostility means "when someone is unfriendly and full of anger towards another person (Summer 2003, p.787)."

Helen experienced the feeling of anger and hostility during her grief. Her first anger is at the time when Kathleen had just passed away. This happens as Helen was not ready to accept and face the reality that Kathleen had passed away. Helen's anger became bigger when she looked at Bobby because Bobby reminded her of Kathleen.

e. Anhedonia

People who have anhedonia experience losses of appetite, not enjoying hobbies, social and family events and other activities which were pleasant before even if the one who is dead was not actually present. It feels like nothing can be enjoyable without the existence of the deceased.

Since Kathleen had passed away, Helen was no longer able to enjoy her time with her family. Helen cannot enjoy her time playing with Bobby because Kathleen was not there anymore. Every activity seemed unpleasant without Kathleen. Helen used to play and enjoy her time together with Bobby and her husband. Since Kathleen left her, all that Helen did just looking them playing gloomily outside the house.

f. Loneliness

In Longman Dictionary of Contemporary English (Summer 2003, p.40), alone means "feeling unhappy and lonely". Loneliness is feeling alone even being among others. Loneliness is an intense periodic suffering.

Helen liked to be alone although she had her family around her. She felt as if she was the only one who was suffering because of the death of Kathleen. It makes her felt alone. She thought that no one can understand her feelings. That is the reason why she preferred to be alone rather than to gather with others. Her loneliness was described by the silence. The word "peculiar silence that comes only to a room" indicates that the only one who feels alone in that house is just Helen. She still had her husband and her son in the house but she still did not want to join them and decided to lock herself in her room. The word "silence" means the loneliness and the word "peculiar" means it is strange to be alone while she was with two other persons in the house.

Behavioral Manifestations

    a.   Agitation

Agitation is indicated by the feeling of tension, excessive fidgetiness, nervousness, searching behavior (looking for the deceased, even though they "know" this is useless). It can be seen from the quotation which refers to the situation where Helen was worried and anxious about her daughter named Kathleen. She was afraid that Kathleen will be lonely in her grave because Kathleen was buried alone on the hillside. The fact is Kathleen had already passed away. It is impossible for her to feel alone.

    She liked to go to the grave to look for Kathleen. Helen really wanted to see Kathleen although she understood that was useless and impossible to do. She talked to Kathleen's tombstone as if Kathleen could hear it. Helen did it because she was afraid that Kathleen felt alone.

    b.   Fatigue

In Longman Dictionary of Contemporary English (Summer 2003, p.576), fatigue means "very great tiredness". Fatigue is a state of condition when people feel exhausted.

    Experiencing feeling of grief can drain Helen's energy. It is because there are so many feelings that should be felt by Helen such as anger, hostility, anxiety, sadness and etcetera. Being so emotional was tiring her. Crying all day long, shouting and moaning are the activities following Helen's grief. That is why Helen was exhausted. She stumbled and fell on Kathleen's tombstone. It indicates that she was so weak and almost lost her energy.

    c.   Crying

In Longman Dictionary of Contemporary English (Summer 2003, p.380), crying means "when someone produces tears from their eyes, usually because they are unhappy or hurt". The proofs that Helen cried can be seen as follows.

    Tears always came from Helen's eyes. It was not unreasonable. The tears running down Helen's eyes is because the pain that she could not endure deep inside her heart. Everything that reminded her of Kathleen made her cry. The memories of Kathleen were too painful for her to remember.

Attitudes Toward Self, the Deceased, and Environment

    a.   Attitudes Toward Self

        1)   Self-reproach

Self-reproach is similar with the feeling of guilt. The one who is grieving blaming her/himself about what has happened. Helen did not blame herself for the death of Kathleen. Helen does not experience this feature.

        2)   Low Self-esteem

Low self-esteem is a state of mind when people feel of inadequate, worthlessness, and failed without the existence of the loved one who is dead. Helen does not experience this feature.

        3)   Helplessness and Hopelessness

The helplessness and hopelessness felt by Helen was depicted by the silent clock. The clock depicts the hope of Helen. If the clock stops ticking, it means that Helen has no hope anymore. The clock also depicts Helen's life. It can be seen from the sentence "Of what possible use were the hours it would tick away now?" The ticking of the clock seems so useless that it did not need to tick anymore without Kathleen. That is what Helen felt in her life. Her life seemed very useless just like the clock. She felt like she was nothing without Kathleen. She felt like she wanted to kill herself as she killed the clock but she knew that it did not help. She fully understood that what happened to Kathleen was helpless. Killing herself will not bring Kathleen back. She thought that nothing she can do to make the situation back to normal.

4) Sense of Unreality

Sense of unreality means the one who is grieving feels like what has happened to him/her is not real. Helen does not experience this feature because she fully understood that all the things happened to her were real. She just needed time to accept the reality.

5) Suspiciousness

Feeling suspiciousness is a feeling that makes the griever doubts the purpose of people who come to help. Suspicious means the feeling of doubt or no trust in someone or something. Helen experienced the feeling of suspiciousness in her grief. She did not trust what her husband said. She thought that his husband did not care to Kathleen anymore but she was wrong with her opinion. Her husband did care to Kathleen but he realized that they still had Bobby to live with them. Her husband did not want Bobby to be neglected by her mother. He also did not want Helen to fall in the deep sorrow and never got back to be a mother she used to be anymore. Helen's husband just wanted to help Helen.

6) Interpersonal Problems

People who have interpersonal problems have difficulty in maintaining social relationships, keeping away from society, and withdraw themselves out from social functions. Helen locked herself in her room restlessly and decided not to join his husband and son playing outside the house. She did not want to meet her only son.

b. **Attitudes Toward the Deceased**

1) Yearning for the Deceased

Yearning for the deceased means looking for the deceased and thinking about the deceased all day long. The quotation depicts the searching behavior done by Helen. Helen experienced this feature by always looking for Helen in her grave. She liked to go to the grave to look for her. Helen really wanted to see Kathleen although she understood that it is useless and impossible to do. She talked to Kathleen's tombstone as if Kathleen could hear it. Helen did it because she missed her little Kathleen. Helen did the yearning activity almost every day. Her husband had already asked and even begged Helen to stop doing that thing but she did not want to hear it. Finally, in the end, she met a gray-haired woman who made her realize that all the things she did in Kathleen's grave were a waste.

2) Imitation of the Deceased's Behavior

Imitation of deceased's behavior like copying the way of speaking, walking, doing what the deceased always did. Helen does not experience this feature.

3) Idealization of the deceased

Idealization of the deceased means the griever only remembers the good side of the deceased during his/her life. Helen does not experience this feature.

4) Ambivalence

Ambivalence means the change of feelings about the deceased. Helen does not experience this feature.

5) The hallucinations images of the deceased

Helen does not experience this feature. Helen does not have any hallucination images of Kathleen.

6) Preoccupation with the memory of the deceased

Preoccupation with the memory of the deceased happens with both sad and happy memories. Everything reminds her of Kathleen. Kathleen was always on Helen's mind. It was difficult for her to let her only daughter go. The memories made it difficult for her to move on. There were too many memories of her daughter, but Helen always denied it. It was too bitter to remember it for her. That is why whenever Bobby reminded her of Kathleen; she was always sad and angry. She did not want to remember the sweet things of Kathleen that cannot be found by her anymore. She did not want to remember her voice because she knew that she could not hear it anymore. That is why Helen did not want Bobby to call her "mother" because it reminded her of Kathleen who used to call her that way, too. Helen also cried when she heard the story of a mother who lost her little boy because of an accident. She cried because the story reminded her to what happened to Kathleen.

4.   Conclusion

From the discussion, it can be concluded that Helen as the main character in the Lady in Black does experience the feeling of grief. She feels a deep sadness because she lost her daughter. Helen experiences not all of the features of grief. She only experiences some of the features. The features of grief experienced by Helen in the affective aspects are depression, anxiety, anger and hostility, anhedonia, and loneliness. In the behavioral manifestations, Helen experiences agitation, fatigue and crying. Helen also experiences low self-esteem, helplessness and hopelessness, suspiciousness, interpersonal problems, yearning for the deceased and preoccupation with the memory of the deceased.

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The Constraints in Making Use of Literary Works in ELT Classroom

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Abstract: Making use of literary works in classroom is challenging especially in English as a foreign language (EFL) classroom. The lecturers and students need to deal with these challenges wisely. This paper tries to map out the constraints in using literary works in EFL classroom. Fifty-two students of English Education Department of Ahmad Dahlan University serve as respondents of this research. The students filled the questionnaire given and interviews were conducted to complete the data. Based on this research, it has been found that the students' constraints in using literary works in ELT classroom are inability to use literary works in all subjects, limited time to read literary works in the classroom, low comprehension of literary works and limited knowledge and vocabularies in using of literary works in ELT classroom.

Keywords: EFL classroom, Literary works, Map out

1. Introduction

In Indonesia, English is a foreign language yet its existence is as important as the Indonesian language. As a foreign language, English is taught in school but it is not used as the main language for communication in Indonesia (Rahman 2018). English is widely used for international communication and applied in Indonesia's English Language Teaching (ELT) Curricula (Kirkpatrik and Bui 2016).

   Globalization demands more than just having high expertise in various fields but it also pushes people to have good communication skills especially in using international languages like English. Fox in Yusny (2013) stated that global is when something is shifting from local control to become global control. It is mostly about economics, which everyone needs to be concerned. To be involved maximally in the global market, Indonesians need to be able to speak English fluently. English is learned not only in elementary school, but also in junior and senior high schools and even at the university level. English can be learned through many ways and one of them is through literary works.

   In an ELT classroom, literary works can help students to learn basic English skills such as reading, writing, listening and speaking and in language areas such as vocabulary, grammar and pronunciation (Hişmanoğlu, 2005). On the other hand, making use of literary works in ELT classroom is not an easy task. In the ELT classroom of English Education Department of Ahmad Dahlan University, the students hardly understand the given literary works. They cannot comprehend the full content of the literary works they read. Moreover, it is not only the students who need to deal with the constraints of making use the literary works in the classroom, the lecturers also need to deal with these constraints.

English Language Teaching in Indonesia

English is neither first nor second language in Indonesia, it is a foreign language. When a certain language is not observed by the secondary environment yet people of linguistically foreign societies use this language, then this language is usually known as a foreign language (Patel and Jain 2008). Although English is a foreign language for Indonesians, everyone should consider the wide importance of English. English is not only been used to communicate with foreigners but also has additional benefits. Most Indonesians believe that if they master English, they can find better employment and achieve higher social status in their environment. This phenomenon is known as instrumentalist point of view towards the global spread of English (Pan 2011). With that, English has become a compulsory subject for junior and senior high school students and even some elementary schools in Indonesia have

made English a compulsory subject for their fourth, fifth and sixth graders. This was mentioned in 1994-revised curriculum of the Ministry of Education. In addition, considering that English is very important, when people want to continue their studies, they need to take English test for school and university entrance.

The success or failure of the students in learning English is determined based on their score of their English proficiency test. To maximize the English learning effeciency, Widodo (in Kirkpatrik and Bui 2016) suggested six principles for reframing the current ELT curriculum; (1) revisiting roles of teachers from a curriculum development perspective, (2) negotiating policy and curriculum materials: teacher-driven language curriculum development, (3) positioning dan framing English language pedagogy, (4) integrating assessment and pedagogy: a dynamic approach, (5) re-envisioning sound language teacher training and education and (6) sustaining teacher professional development.

Literary Works in ELT Classroom

Literature is beneficial for ESL classes since it offers several benefits. The development of linguistics knowledge is both on usage and use level as it becomes the major benefit of using literary works in a language classroom. If the students enjoy reading literary works such as novels, short stories, poems and dramas, their motivation will increase and automatically it will increase the students' reading proficiency. In addition, the students will also have created imaginative works by understanding the culture implied in the literary works they read (McKay in Shazu,2014).

Literary works help students in mastering English and developing their language skills. It is because literary works provide authentic input for language learning (Shazu 2014). Lazar in Ihejirika (2014) mentioned five reasons for using literary works in ELT: (1) motivating materials, (2) encouraging language acquisition, (3) expanding students' language awareness, (4) developing students' interpretative abilities, and (5) educating the whole person.

In addition, literature can be used in a reading and writing class. The essay that has been analyzed in a reading class, for example, argumentative essays are mostly written in the form of literary works. This raises and tries to answer fascinating and challenging questions (Guide and Sheet 1986). In an academic writing class, the lecturer can ask students to write an essay analyzing a short story (Chambers and Gregory 2006); while in grammar class, the lecturer can ask the students to identify the verb tense used in a certain text (Mckay 1991).

Constraints for English Learners

TEFL/TESL: Teaching English as a Foreign or Second Language (1989) mentioned several major constraints in the language classroom: (1) large multi-level classes, (2) insufficient numbers of textbooks, (3) strict adherence to a rigid curriculum, (4) limited hours and low motivation for English instruction, and (5) special needs of students. In addition to that, McKay (1991) stated that if the lecturer selects a text that has extreme difficulties linguistically and culturally, the students would also find it difficult to comprehend.

2. Objective

This research tries to map out the constraints of making use literary works in ELT classroom.

2. Methodology

The data of this research are gathered through closed-ended questionnaire. The respondents are fifty-two students of English Education Department. The students are given fourteen items of statement and they cross one out of five options whether they strongly agree, agree, neutral, disagree or strongly disagree. To complete the data, interviews were also conducted.

3. Findings And Discussion

Questionnaire

The results of the questionnaire are summarized below.

Motivation

The table below shows that students have strong motivation in learning English through literary works. There are no constraints for the students to motivate themselves to learn through novel, short story, poems et cetera**.** More than 50% of the respondents agreed that learning through literary works is interesting and motivate the students to read and learn. This is in line with the Lazar's statement in Ihejirika (2014) that literary works are motivating teaching materials. They provide authentic materials and facilitate the students who love to read.

Table 1 Motivation in making use of literary works

	strongly agree	agree	neutral	disagree	strongly disagree
Learning through literary works is interesting.	26.9%	55.7%	13.4%	3.8%	0%
Learning through literary works motivate the students in learning.	21.1%	46.15%	25%	7.69%	0%
Reading literary works, in general, motivate students to read more.	17.3%	51.9%	13.4%	17.3%	0%

Language Acquisition

Literary works used in the classroom encourages students' acquisition especially in developing students' grammar, vocabulary and writing skill. 34.6% of students agreed that literary works help the students to understand grammar easier. In addition, most students also agreed that they can absorb new vocabulary from the literary works they read. Thus, literary works increase the students' vocabulary proficiency as well. In addition, literary works increase students' writing skill by 44.23%. This proves Lazar's theory (Ihejirika 2014) that one of several benefits using literary works in the classroom is it encourages students' acquisition.

Table 2 Encouraging language acquisition

	strongly agree	agree	neutral	disagree	strongly disagree
Literary works help students in understanding grammar.	21.1%	34.6%	30.7%	13.46%	0%
Learning through literary works increase students' vocabulary.	34.6%	44.3%	21.1%	0%	0%
Literary works help students to increase their writing skill.	21.1%	44.23%	15.38%	19.23%	0%

Syllabus

The selection of materials used in the classroom should be based on the syllabus. For example, literary works cannot be used in all the available subjects in the English Education Department. This statement is supported by the responses of the respondents (40.3%). They disagreed that literary works can be used in all subjects. Based on the students' experience, literary works selected by the lecturers are already adjusted to the students' level (51.92%). Moreover, 50% of the respondents agreed that literary works used in the classroom are closely related to basic knowledge in educational studies. This is led by a strong relationship between literature and education (48.1%). From this data, it can be concluded that students have constraints in making use of literary works in certain subject. They can learn only certain subjects through literary works.

Table 3 Fit with the syllabus

	strongly agree	agree	neutral	disagree	strongly disagree
Literary works can be used in all subjects.	3.8%	32.6%	23%	40.3%	0%
Literary works used in the classroom is adjusted based on students' proficiency level	17.3%	51.92%	15.38%	15.38%	0%
Literary works provided by the lecturers are closely related to the basic knowledge in educational studies.	5.76%	50%	19.2%	25%	0%
There is strong relationship between literature and education.	11.53%	48.1%	23.1%	17.2%	0%

Time Allocation

As mentioned in *TEFL/TESL: Teaching English as a Foreign or Second Language* (1989), time limitation is one of several constraints faced by the students in learning English. This is supported by the findings that the limited time in reading the literary works has become one of the students' major problems in learning English (57.6%). Students do not have enough time to read lengthy literary works.

Table 4 Time allocation in reading literary works

	strongly agree	agree	neutral	disagree	strongly disagree
Students have enough time to read literary works.	1.92%	13.46%	26.92%	57.6%	0%

Students' Comprehension

Literary works serves authentic material with different cultural value from the students. It gives new knowledge in terms of not only linguistic but also cultural, for the students. The consequence is students sometime find it hard to understand the content of the literary works itself. This is supported by the finding that most students (46.1%) have constraints in understanding the content of literary works. Only a few of them 25% (agree) and 3.84% (strongly agree) confessed they do not have any constraints in understanding the literary works they have read.

Table 5 Students' comprehension on literary works

	strongly agree	agree	neutral	disagree	strongly disagree
Students always understand the content of literary works they read in the class.	3.84%	25%	23%	46.1%	1.9%

Students' Constraints

In reference to table 6, students confessed that learning literature gives them constraints. The constraints need to be explored further later. Most students (44.23%) confessed that they have constraints in learning through literary works even when they learn much in English Education department. In addition, they also confessed that they have so much difficulty in learning through literary works (46.1%).

Table 6 Students' constraints in making use of literary works

	strongly agree	agree	neutral	disagree	strongly disagree
Students do not have constraints in learning	5.76%	23.1%	26.9%	44.23%	0%

through literary works even when they study in English Education Department.					
Students do not have constraints in learning through literary works.	3.8%	17.3%	32.69%	46.1%	0%

From the data above, it can be concluded that learning through literary works in ELT classroom do have some constraints for the students. The constraints that they faced are:

1. students cannot use literary works in all subjects in English Education Department
2. student do not have enough time to read literary works in the classroom
3. most students do not understand the content of literary works they have read
4. becoming students of English Education Department is not enough to make the students learn easier through literary works

Interview

After conducting the interview, it can be summarized those other constraints that the students faced while using literary works in class are mostly related to vocabularies. Most students confessed that new vocabularies challenge them in absorbing the content of literary works that they read. In addition, the existence of idioms and proverbs also make them frustrated. These constraints will influence on the students' comprehension.

4.   Conclusion

In conclusion, students' constraints in making use of literary works in ELT classroom are:

1. In relation to the syllabus - literary works cannot be used to learn in all subject in the department.
2. Time allocation - students do not have enough time to read literary works.
3. Students' comprehension - most students do not understand the content of literary works they have read.
4. Limited knowledge - knowledge does not make students easier to learn through literary works.
5. Vocabularies - new vocabularies, idioms and proverbs make the students hard to understand the literary work.

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IECPPE Model for Academic Writing Material Development

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Abstract: Academic writing is an important subject for university students. They need to write papers, articles and other scientific writings. To support students gaining the ability to produce an academic writing, having learning materials suitable to their needs are compulsory. This article aims at discussing the research result of theme-based-academic writing materials for English education department students using IECPPE model recommended by Jolly and Bolitho (2002). This IECPPE model consists of 6 steps: Identification, Exploration, Contextual realization, Pedagogic realization, Production and Evaluation. The source of data comprises results of previous studies, lecturers of related subjects and students. The instruments used to collect data were questionnaires and interview. The product materials were reviewed by a book reviewer. The result of study is the material of Academic Writing for English Education students, consisting of ten thematic units. This material is based on teaching themes covering three subthemes: English Teaching, Linguistics and Literature.

Keywords: Academic writing, Material, Thematic

1. Introduction

Writing is different from the three other skills which are listening, speaking, and reading. It is usually considered as the most difficult language skill. There are many language components to be mastered in order to have a good writing ability including academic writing. Writers have to master the content, grammar, vocabulary, mechanics, and the ways to organize their ideas. Academic writing demands complex writing skill. Experienced teachers, students' determination and attitude, teaching method and materials also contribute to the success of learning to write. Each of them has important roles in the process of gaining such learning success.

In regards to the learning of academic writing in a classroom, a study done by Fatimah (2013) revealed that English department students need learning materials that are appropriate to their local contexts and learning needs. The materials they have used so far are in the context of other nations. Therefore, the materials do not quite fit with the needs of these students.

The existing problems related to academic writing materials are the suitability of the material with the context and needs of the students. This context can be materialized from various angles; for example; the materials used, examples used, discussed themes and so on. From the point of needs; students who learn academic writing need materials which will be used for the purposes of generating the competence to write scientific papers. The works can be articles, proposal or thesis. Therefore, the students need teaching materials which will help them generate scientific works.

Learning materials in learning a language is anything that can be used by teachers and students to make learning easier. The materials may be linguistics, auditory, visual, kinesthetic, and can be in the form of print, video, audio, and so on (Richards and Schmidt 2010). Therefore, learning materials have to be in very diverse forms. Principally, learning materials are used to provide convenience to the students in learning the targeted language.

Selection of the materials used would depend on the needs of the subjects and the availability of such materials. It could be in whatever form, the selection of materials to be used by the teachers, the teachers need to pay attention to the characteristics of good materials. According to Crawford (2002) good materials have the following characteristics: using functional language and contextual; involving the students to use the language with a clear purpose; using realistic and authentic language; having audio-visual component; developing skills both oral and written; encouraging students' autonomy; flexible enough to serve different individual and context; involving students in affective and cognitive aspects.

This article focuses on the research and development of academic writing teaching materials based on themes. The themes taken as the basis for developing materials are English Language Teaching and Learning. These themes are divided into three groups of sub-themes, namely literature, linguistics, and language teaching in accordance to the field of study that can be investigated when the students write their thesis.

2. Methodology

The model-making materials suggested by Jolly and Bolitho (in Tomlinson, 2002) were used to develop the academic writing materials. The model has several steps consisting of the identification, exploration, contextual realization, pedagogic realization, production and evaluation (IECPPE). The modification was done by eliminating one stage, that is, "use." The material produced, therefore, was not used after the first draft was composed, but it was directly evaluated.

The participants are the students and lecturers of English Education Department. The students are those who attended the academic writing class. The lecturers are those who taught academic writing class and consultants of thesis writing.

The early preparations stages were carried out with regards to the outcome of the research. Needs analysis (needs assessment) based on Fatimah (2013) and this outcome were combined with the appropriate thematic learning curriculum of 2013. In addition, the discussions and interviews with colleagues (among the lecturers) and interviews with several students were also conducted. Apart from the students, the data extracted from the lecturers are also related to subjects of academic writing.

The lecturers involved were the lecturers in parallel classes of Academic writing classes, seminars and thesis consultants. The essence of the interview includes 4 aspects. The four aspects include personal identity, experience in writing academic classes, problems in academic writing and academic writing input for the material.

The data were analyzed qualitatively. Triangulation technique was used as a cross-check in order to obtain valid data. The main data were the result of a needs analysis in the cross-check with the interview with the students and lecturers of the academic writing course and thesis consultants.

3. Findings and Argument

Research related to the needs of students (Fatimah 2013) in a class PBI academic writing reveals the following results. Students assumed 70 % of the materials that have been designed by the English education department for the academic writing course need to be maintained. Meanwhile, lecture activities that are considered important are the provision of feedback from the faculty and students as well as the practice of writing directly in the classroom. For skills improvement, students expressed the importance of knowing the parts of essays and scientific works - introduction, content, conclusion, writing an outline, paraphrasing and producing; a complete scientific work. Students consider related sources serve as important modules/textbook and these may also derive from the Internet or the writing of scientific journals. Next, the problems faced by the students are in the development of ideas, the use of grammar, vocabulary and language expression.

Other studies related to the development of curriculum based learning materials are carried by Syatriana et al (2013). The results showed that learning with a variety of materials and strategies can increase students' learning outcomes. The results also show students and lecturers stated that appropriate materials are good enough to be used in learning activities and can improve the ability of students.

There is a difference between the research methods used in the previous paper and this current paper. This paper discussed the use IECPPE (Identification, Exploration, Contextual realization, Pedagogical realization, Production, and Evaluation). Meanwhile, the previous study used ADDIE and in detailed use some combinations of other methods. Another difference is the previous studies were research-based curriculum while this study is based on the theme.

According to Taylor (2009) writing dwells on four related elements: the author, what is written, readers and the language form. Scientific writing is not simply deliver opinion however it is more than that. An academic writer must give reasons that reinforce the idea he/she conveys. All of the ideas must be presented with clear language that can be accepted as a convention by the academic community in particular disciplines.

Academic writing is a skill learned by the students who learn English. The skill is necessary for students to use to answer examination, write scientific papers, to draw up a proposal until the time of writing the thesis. In fact, to master these skills is not an easy thing. Graduates who have learned English for many years in the country often have difficulties in writing an academic piece. In fact, the graduates still produce academic paper that is unclear, confusing, unstructured and too personal (Hinkel 2004).

There are several characteristics that must be fulfilled in an academic writing. According to a research conducted by Rosenfeld et al. (2001 in Hinkel 2004) on several students from various departments, the important characteristics are: preparing and submitting the main and supporting idea; using of reason and relevant examples for support, using standard writing correctly including grammar, phrases, sentence structure, effective spelling and punctuation; using option vocabulary according to the topic; and being aware of the needs of the reader and write according to whom readers are.

Besides the above characteristics, Geyte (2013) suggested some academic principles to be followed in preparing academic writing. The principles include accuracy, authority, and integrity. By following the principles of accuracy, a writer must use accurate grammar and punctuations. While applying the principle of authority, the writer does not only collect data but form an opinion based on what has been read and use the resources to make the justification (Geyte 2013). With this principle, the writer will show the difference in what he writes with what is written by other writers. The next principle is the principle of academic integrity. This principle suggests that the writer uses the principle of honesty in his resolve. The writer will show clearly how other writings have been made as a reference and shows how much it contributes the writing of his work. This principle also requires that the writer does not perform plagiarism.

On the other hand, Hedge in Murray and Christison (2011) stated five competencies that must be achieved in academic writing. First, students need to be able to afford to have a high level of organizational competence so that the ideas in the writing can be clearly enjoyed. Next, the students must also have high accuracy in writing with the attention to technical terms to avoid misunderstanding in the meaning. Third, students as writers need to control the use of grammar so that information can be received well. Furthermore, the writer(s) should know the vocabulary in the discipline of a student and then as a writer should be able to integrate all of these competencies to produce a style appropriate to the reader and to a certain context.

In writing scientific papers, scientific vocabulary term is known as academic vocabulary. This refers to words that are relatively common in the scientific literature in general, for example, adult, chemical, colleague, consist, contrast, equivalent, likewise, parallel, transport and volunteer (Paquot 2010). Academic Word List of Coxhead is the most widely used in the fields of education, testing and language teaching (Paquot 2010). In addition to academic vocabulary, scientific writing also required mastery of the technical terms for specific disciplines explored by the writer of the scientific papers (Paquot 2010). The use of these terminologies has become an integral part in

academic writing. Next, Bailey (2003) also includes the importance of the writer's or student's attention to the purpose, tone and register in academic writing.

In L2 writing, errors can arise due to several factors. According to Myles (2002), there are social and cognitive factors. Social factors include negative attitudes towards the studied language (English, for example), do not experience significant progress in mastering of the language learned, social and psychological barriers between learners and speakers of the language being studied, culture and a lack of motivation in learning.

It is different from social factors which can cause errors in writing in a foreign language. This may derive from cognitive factors. For example, during the writing process (construction, transformation and execution of the idea) the acquisition of the vocabulary of science and style used (Anderson, 1985 in Myles 2002) can suffer because at the same time the students are also thinking about how to realize their ideas in writing.

Academic writing course may assist in providing basic materials that allows students to write scientific papers. These materials are gradually provided from the development of ideas that are general to the specific, thesis statement and supporting details, the parts of a scientific paper, outlining up to write some kind of writing. These are often encountered in the presentation of scientific work, such as descriptive, comparison and contrast and argumentative. In addition to the material, subject such as paraphrasing, making inferences and make a list of reference based on topics discussed in class of academic writing.

Academic writing has a different format from the popular writing. Academic writing implements a structured, formal and objective in terms of the language used in the scientific literature are often abstract and complex. The term associated with writing academic papers is to meet coursework or academic tasks as lecturers and researchers do for publication and conferences attended by academicians (Thaiss and Zawacki 2006). Taylor (2009) described the existing convention in scientific writing in detailed. The language used is formal language. The content article contains technical terms that are commonly used in certain disciplines. The layout also includes the notes. In scientific writing, quotes and supporting notes (footnotes, endnotes) are used. In a scientific writing there is a list of references used as a source of content supporting the scientific work. The arrangement of reference lists usually follows certain rules like APA, MLA or other type of citation formats.

Through attending the course of academic writing, students are expected to achieve the targeted competencies that have double effects: to produce scientific papers as a proof of the ability to write and their achievement from the participation in academic writing class. Products of published academic writing can also be in the form of accountability to stakeholders and the general public. Next, the activity of writing scientific work is also in conformity with the obligation to produce a paper published in a scientific journal for university graduates (S1) as stated by the Director General of Higher Education of the Republic of Indonesia (2012).

The hope for academic writing realization can be done by providing materials that support its need. The development of thematic materials is one of the solutions. With the theme as the basis of developing materials, teaching materials are meaningful, interesting and directed. According to Brown (2001) theme-based teaching is based on the principles of automation, meaningful learning, intrinsic motivation and communication competence. Topics that are used as the theme are to cultivate students' curiosity, intrinsic motivation and improve their language skills.

Themes and topics are often used in the same sense. In language teaching, syllabus containing learning activities on various topics or themes is included in the topic-based approach (Richards and Schmidt 2010). While Murray (2011) stated that the theme-based learning was arranged based on topics of students' interest. In drawing up theme-based syllabus there are several steps to take: 1) finding a theme: This theme can be obtained from anywhere. Themes can be taken from the topics studied and the actual theme. 2) Designing contents: There are two recommended ways. They are brainstorming and networking to get the ideas on sub-theme or links to several topics. 3) Designing the task: Having chosen the theme and contents, 4) To arrange and sort tasks. Furthermore, it is stated that theme-based syllabus will provide several advantages when it is applied in teaching. The advantages are: thematic syllabus helps introduce new vocabulary that is supported by the theme as context; thematic syllabus uses a

discourse with a variety of different types, orally or in writing; thematic syllabus supports the production of works with a variety of different types.

Based on the results of a needs analysis derived from the results of the previous studies, it is known that the students' needs in relation to academic writing materials include several components: conclusion, writing references, argumentative writing, introduction, expository writing, discussion of students' work, direct and indirect quotation, review of organization of an essay and outline, descriptive writing and drafting (Fatimah 2013). Although there are ex post facto results of research by Fatimah (2013), they are inputs collected from the students. They suggested that the material on review of the organization of descriptive writing should be eliminated because it is found in earlier writing learning process.

At this stage of contextual realization, a theme that is appropriate to the context of the students is selected. It is due to the students use academic writing for writing papers, proposals and thesis, there are three concentrations to be chosen by the students in academic writing. They are Teaching, Linguistics and Literature.

Pedagogic realization is done by selecting the material and arranging presentation of materials based on pedagogic principles. The materials presented are arranged in accordance with the level of difficulty, systematic thinking, appeal, and the level of needs. In addition, accommodating the input from reviewers, the material is also based on the approach of text (genre-based approach). Based on this approach a step that is carried out through the stage of BKOF, Modelling, Joint Construction and Independent Construction. This step is in line with the three-step Presentation, Practice and Production (3P). The pedagogic realization yielded a composition of academic writing materials. It consists of 10 chapters covering the following: introduction, elements of the essay, outlining and drafting, direct quotation, indirect quotation, abstract, references, expository writing, argumentative writing, and scientific paper. The next stage, production stage, was carried out by drafting academic writing material based on the needs analysis. Based on the result of the needs analysis, the materials were made based on a theme that includes sub-themes / topics of Teaching, Linguistics, and Literature. Next, evaluation was done by providing a draft module for review by experts. For this purpose, the reviewer was given an evaluation sheet used as a guideline to give an evaluation.

The result of the evaluation by the reviewer is as follows. It is better to use examples of text completed with its components. The materials need examples of texts from different fields. The number of texts is still very limited. There should be implemented, a step by step approach in writing. It needs the procedure to learn the materials. Due to lack of examples and instructions in each exercise, it is hard for the students to find the principles taught by themselves (perform discovery learning). Then, there should be no instruction for the students to use English outside the classroom environment. Next, because the sample is very a few, this does not indicate the role of English as an international language. There is no input that promotes cultural awareness because of the limited examples provided. In addition to an eight-points of input above, reviewers also suggest the use of genre-based approach in developing materials.

The reviewers also suggested that the activities start from reading skills before they reach the stage of writing. Steps taken should be scaffolding so that it really guides the students step by step to be able to write. From the results of these evaluations, the products in the form of a module was revised by performing the following steps. The steps include: increasing the number of text, providing clear instructions on any given task, using the procedure of exposure of the material in each unit and using varied texts.

The needs of English education students for academic writing material have mostly been provided in the course syllabus. The syllabus already contains things that are necessary to equip the students in order to produce academic paper. However, there are some elements that have not been fulfilled by the materials used in the learning process. The materials that are better accommodate special needs are still not available. To meet the special needs of students of English education, the material is developed through research and development. Students who are doing their final project should write academic paper in the field of Teaching, Linguistics and Literature be facilitated by the material concerning these three areas have been mentioned . The availability of adequate examples and step-by-step exposure using PPP and genre-based approach is expected to facilitate students in the process of learning to write so it can produce qualified products of scientific papers.

4. Conclusions

The research and development of academic writing material using IECPPE model produced writing academic material for students of English Language Education consists of 10 units. The theme of the material is Language Teaching with subthemes of Teaching, Linguistics and Literature in accordance to the needs of students in learning academic writing. Each unit is developed with the appropriate measures of PPP approach/ Genre -based Approach. Based on this approach, the step starts with an understanding of the material being taught, followed by exercises or practice writing and ends by producing writing independently.

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Politeness Strategies in WhatsApp Messages

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Abstract: Communication through mobile application has been widely utilized in educational setting. WhatsApp is among the most popular apps used due to its provided features. However, communicating through this application contributes to impoliteness due inadequate language use. The intention of this study is to determine the politeness strategies performed by students from two universities when texting their lecturers through WhatsApp application. The findings discovered that the most applied strategy was Negative Politeness, followed by Bald on Record, Positive Politeness and Off Record.

Keyword: Politeness strategies, WhatsApp

1. Introduction

WhatsApp, Telegram, WeChat and Messenger are among the most popular communication applications available for free. They allow communication without barrier, as well as equipped with other functions like video call, sharing photos and documents. These applications are widely used not only for personal communication purposes but also as a medium of distributing information without restricted number of recipients. Therefore, the use of traditional electronic mail is slowly being taken over by these applications.

Besides, due to their user-friendliness, these applications are used by most generations. In some universities, WhatsApp has become the most preferred medium of instruction by the lecturers to interact with their students. Vice versa, students will communicate with their respective lecturers through the same medium. However, the politeness issue has arisen in conjunction to the usage of this application in communication. In written communication, language plays a vital role to ensure the message is delivered meaningfully and appropriately. Language barriers, lack of awareness on social status and cultural influence have indirectly contributed to this politeness issue. Hence, this study intends to discover the politeness strategies applied by students from two universities when texting via WhatsApp with their lecturers.

2. Literature Review

What Is WhatsApp

Founded in 2009, WhatsApp is an application that permits the distribution of text messages, calls, both voice and video, representations and other media, articles and user's location. It can be used to communicate with other users individually or in a group of users. Users can communicate through WhatsApp either from their smartphone or personal computer. According to Chowdry (2014) in 2014, WhatsApp had over 500 million monthly active users and in 2016 it was recorded that more than 100 million voice calls are made per day (Perez 2016). This shows the global popularity of WhatsApp application.

Politeness Strategies

Politeness is essential in communication to ensure a meaningful communication. Sentence structure and lexical choices can be misleading if they were not used correctly. According to Brown and Levinson (1978), politeness strategies were established in order to spare the listeners' face. Face refers to the esteem that a person has for him or herself and upholding that self-image in open or in reserved circumstances.

Table 1 Brown and Levinson's politeness strategies

Politeness Strategy	Description
Bald On Record	• Make available no attempt to ease the effect of FTA's • Mostly used with speaker who has a close relationship with the hearer • Strategy that can astonishment, humiliate or make the hearer feel unpleasant
Positive Politeness	• Ensure the hearer is comfortable • Try to minimize the FTA • Normally found in a group of people who know each other well.
Negative Politeness	• Mainly used when a speaker assumes that he may be levying on the hearer, and encroaching his freedom • Apologizing for the impingement • Involve social distance or awkwardness in situation
Off Record	• Indirect • Invite conversational implicative • Take some pressure off

Panggabean (2010) analyzed students' text messages to the lecturers through critical discourse analysis. The study covered investigating the senders' purpose of sending the text messages, language forms and lexical choices as well as the politeness strategies. The finding discovered that various politeness strategies used by the students had led the lecturer to feel reluctant to reply the message. On the contrary, Wardhono (2013) discovered that Negative Politeness is commonly performed by the students where apology and deference are majorly used.

3. Findings And Discussion

Twenty WhatsApp texts were analyzed by examining at the politeness strategies performed by the students when they texting their lecturers. Out of the twenty messages, eight of them were written in Bahasa Indonesia and twelve were written in English language. Sentence structure and lexical choices were classified into four different types of Brown and Levinson's Politeness Strategies. Based on the result, the highest strategy applied is Negative Politeness (40%), followed by Bald on Record (35%), Positive Politeness (15%) and Off Record (10%).

From the texts that were collected, all texts had applied the politeness features. Common greetings such as *"Assalamualaikum"*, *"Selamat pagi"*, "*Salam*" and *"Good morning"* were used in texts. However, further contents of the text had shown various strategies of politeness. Forty percent of the texts were defined to apply Negative Politeness. Senders were aware of the receivers' space that they intruded and at the same time tried to make sure the comfortability for further discussion.

The measure of politeness in the utterance of indirect speech act differs correspond to the speaker's calculation of social magnitudes: Power, Rank, and Distance. Negative Politeness strategy is performed to satisfy the listeners' face (Karappan 2016). Hence, apologetic measure was commonly used before the real request mentioned.

> *Selamat pagi bapak, **mohon maaf saya hendak bertanya**. Bapak nnt siang diruangan kira2 jam berapa nggih bapak? [apologize]*
> ***I'm sorry to bother you** early in the morning. [apologize]*
> *Assalamualaikum pak Ali. **Mohon maaf mengganggu bapak,** bapak sedang ada di kampus atau tidak ya pak [apologize]*
> *Assalam madam…**sorry if I disturb you**… [apologize]*

Bald on Record is the subsequent highest scheme performed by the students. Students did not realize that the use of directive language can be considered as inappropriate to their respective lecturer. The request is directly mentioned without any consideration of the hearer's face. *"Saya mau konsultasi sm bapak"* will be politer when it is said as *"Bolehkah saya konsultasi sm bapak?"* and *"I want to buy"* to *"I would like to"*. These have shown that the ignorance in the lexical choice has contributed to the use of Bald on Record.

> *Saya **mau konsultasi sm bapak**...bapak ada waktu jam berapa pak? [want statement]*
> *Salam madam. **I want to buy** the dictionary today. [want statement]*
> *Assalamualaikum wr..wbb bapak, **kapan jadi mbahas kegiatan ke Malaysia sama Singapore?**[direct request]*

Fifteen percent of the messages were classified to apply Positive Politeness. Positive politeness is normally seen in groups of friend. The content is directly mentioned with proper language and sentence structure. "*I would like to inform*" and "*sorry that we can't attend*" had shown that the students were aware that they were talking to their lecturers who possess higher social status. Therefore, polite form of language was used to communicate with them.

> *I **would like to inform** you that I have a trip to Shah Alam for my drama co-curriculum activity. [give reason]*
> *We **are sorry that we can't attend** your class this week. [give reason]*

The least strategy applied is Off Record Strategy. It is the communicative way by letting the addressee to interpret the message. Even though the request is not directly mentioned, the intention is to acknowledge the addressee on the further action to be taken.

> *Sorry to disturb you. **I want to say that my activity 2 not have an article** [implication: to ask for help to check on his online activity]*
> *I **cannot send the video through email**. [implication: to ask for other way to submit the video]*

4. Conclusion

Politeness issue is a major concern especially when dealing with people with different social status. This research highlighted the strategies applied in WhatsApp messages between lecturers and students from two different universities. Although Negative Politeness is most commonly practiced by the students, the second rank that goes to Bald on Record indicates that there is still ignorance in suitability of language options while communicating with the superiors. Bald on Record happens because students are not aware of the social detachment and supremacy between them and their lecturer (Faiz and Suhaila 2013). This problem may be caused by students' lack of pragmatic and sociolinguistic incompetence. Besides, although Negative Politeness is used in the messages, another strategy such as Bald on Record is performed together which has turned the message to be impolite. This problem may be caused by students' lack of pragmatic and sociolinguistic incompetence.

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