

ANALYSIS OF UMPASA IN BATAK WEDDING PARTY

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ABSTRACT

This study analyses the kinds of umpasa, value and reason to use them in Toba Batak Wedding Party at Siborongborong District. To find the purpose of umpasa, The writer have to get some sources of umpasa by collecting some various book, studying, interviewing Raja hata (real talker in Batak Ceremony), getting some expert's opinion, doing documentary technique, and using internet. After doing these steps, next continued to find some findings from umpasa by means to translate umpasa into english word by word, deciding the kinds of umpasa used. In analysing umpasa the writer guesses the purpose of umpasa line by line by supporting Raja hata. After that the writer can analyse and decide the kinds of umpasa in wedding batak party. The result of this study can help anybody who eagers to know about the purpose of using umpasa in Toba Batak wedding party. And the result of this study can help the new generation who almost ignores about tradition because she/he does not know about the purpose of them. The result of this study also usefull for foreigner who eagers to know about Toba Batak Culture.

KEYWORDS: *Society,umpasa,batak wedding party*

INTRODUCTION

Indonesia is one of the nations in this world that has islands and also many tribes as well as their languages. One of the tribes in Indonesia is Batak. Batak is still divided into some tribes such us: Toba-Batak, Simalungun, Karo, Mandailing and Pakpak. Batak is the sixth bigger of tribes in Indonesia after Javaness, Sunda, Tionghoa-Indonesia, Melayu and Madura. In this study, the writer only presents about Toba Batak. Toba Batak support their lives from agricultural. they have been farming around of Toba Lake since years ago because there, they get enough water supply for watering their rice field (Lando, 1979:49-51). Toba Batak has culture and habitation in parties such as :1) *Mangido gondang* (*meminta iringan musik untuk menari/ manortor sebagai pertanda bahwa kehadiran rombongan peminta musik ikut serta dalam pesta tersebut dan ikut mendoakan yang mengadakan pesta*). To request music for dancing / *manortor* as a sign that the group who request that music has come to fulfill the invitation of the owner party. 2) *Mangalean Ulos* (*Memberikan Ulos sejenis kain khusus. Giving Ulos*) 3) *Manjalo jamba/right*. Jambar are divided into some kinds: *Jambar Ulos, Jambar Money (Hepeng), Jambar Hata* and *Jambar Meat*. In *jambar hata*, the speakers convey a few advice and moral

message for bridegroom and bride and it is usually followed by *umpasa* or *umpama*. Now in this study, The writer focuses on *umpasa* which are used in Toba Batak's wedding party. Marriage in Toba Batak must be exsogami (*Perkawinan diluar marga*). process of wedding party in Toba Batak is begun from *marhori-hori dingding atau marhusip* (*pembicaraan antara kedua belah pihak yang melamar dan yang dilamar dan sifatnya masih terbatas*). This section only to introduce between candidat bridegroom family and bride family), *marhata sinamot* (*membicarakan maskawin*. To decide bride's price), *marunjuk* (*Upacara perkawinan*. A day of wedding Party), *Paulak une* (*kunjungan pengantin ataupun paranak ke tempat perempuan*. After wedding party, new get married will visit parent of bride) *dan manikkir tangga* (*kunjungan pihak perempuan/parboru ke tempat laki-laki/ paranak* Visitation of Bride's family to Bridegroom's house). In all these sections Toba Batak people convey request and hope and always use *umpasa* to end their saying. *Umpasa* contains hope and *umpasa* is similar with a poem. For example *umpasa* in wedding party for bridegroom and bride as follow:

Bintang na rumiris to ombun na sumorop
Anak pe dihamu riris boru pe torop

There are some kinds of *umpasa* in Toba Batak wedding party. *Umpasa* is expressed orally, loud in the front of all audinces. Louder voice is a sign that Toba Batak people is known as firm person. Based on phenomenon above, the writer is interested to observe about the purpose of *umpasa* and the reason to use them in Toba Batak wedding party especially at Siborongborong District North Tapanuli.

REVIEW OF LITERATURE

Umpasa and Umpama

In tradition of Toba Batak "*hata tona dohot poda*"(Moral message dan Advice) are expressed in *umpasa* and *umpama*. Even, all messages which are expressed not only as motto but also as blessing (*pasu-pasu*) and a prayer (*tangiang*) from speaker to receiver. *umpasa* and *umpama* are sytem to build moral(<http://haposanbakara.blogspot.com/2011/11/hata-tona-poda-umpasa-danumpama.html>).

The difference between Umpasa and Umpama

In this case, the writer wants to present the difference between *umpasa* and *umpama*. *Umpama* and *umpasa* are often difficult to differentiate by new generation and onters tribes in Indonesia especially in this era. Because these terms have similar name and used in the wedding party and almost all parties in Toba Batak celebration. The difference *Umpasa* and and *Umpama* as follow :

Umpasa

Umpasa is included into kinds of verse but not completely. *Umpasa* has rhyme like a poem. But in Batak Wedding Party *umpasa* is used as a way for requesting (prayer) grace from the Lord. In expressing *umpasa* the Bataknese must believe that only Lord can be able to give grace for his creature. *Umpasa* adalah pantun (*Hata Parjolo Patorangkon Hata Parpudi*). *Alai sasintongna hata pasu-pasu doi songon tangiang asa pasauton ni Amanta Debata, ai ganup namanghatahon Umpasa (pasu-pasu) ingkon tongtong do*

diakui dibagasan rohana na Debata do silehon pasu-pasu (Umpasa is a verse the first line explains the second line. But umpasa is a kind of blessing so that Lord give all our need, in expressing umpasa we have to remember and confess that only Lord the source of blessing). (*pustahabataktoba.blogspot.com*) E.H. Tambunan 1982:77 states : *Umpasa-umpasa ini berupa pantun-pantun bersajak yang terdiri dari dua, atau tiga empat baris. Baris pertama dan atau baris kedua berupa sampiran, dan baris ketiga dan empat berupa isi. Umpasa-umpasa ini merupakan kalimat-kalimat puitis yang mengandung arti khusus. Ada kalanya berisi filsafat hidup, nasihat, ucapan-ucapan berkah.* (These umpasa like rhythmic verse consist of two, three or four lines. The first and or the second line is couplet (*sampiran*), and the third line and or the fourth is solution. *Umpasa* usually contains philoshopy, advice and blessing).R.O. Winsted stated that : “ *Pantun bukanlah sekadar gubahan kata-kata yang mempunyai rima dan irama, tetapi merupakan rangkaian kata yang indah untuk menggambarkan kehangatan cinta, kasih sayang, dan rindu dendam penuturn.* (Proverb is not only words which have rhyme and rhythm, but also a series beautiful words for expressing love, mercy and longing of speaker).(www.pengertianahli.com/2013/12)

RESEARCH METHODOLOGY

To complete this research the writer used descriptive qualitative design. Denzin and Lincoln (1994:4) define qualitative research: Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. It means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials case study, personal experience, introspective, life story interview, observational, historical, interactional, and visual texts-that describe routine and problematic moments and meaning in individuals' lives.

Data and source of Data

The subject of this study writer took umpasa on the Toba Batak Wedding Party when gave *ulos (pansamot, pargomgom, hela), marhata sigabegabe, manjalo tintin marangkup and mangampu sian paranak.*

1. Translating umpasa word by word into English
2. Deciding the kinds of umpasa which were used
3. Making analysis about the meaning of umpasa

After that, the writer found some findings and made some interpretation of data.

RESULT OF DISCUSSION

The Data was taken from wedding party at Siborongborong District when gave *ulos passamot, Ulos hela, Marhata sigabe-gabe or Manuari, Manjalo tintin marangkup, Hata mangampu sian hasuhutan (Paranak).*

When gave *ulos passamot*, speaker expressed umpasa as follow :

Tubu ma tambinsu di toruni pinasa (1)

Sai torop ma tubu dihamu angka pahompu na bisuk huhut na uli basa (2)

A. Translating

Tubu ma = grow

Tambissu = *Tambissu* (a kind of bush)

ditoruni = beneath of

Pinasa = jackfruit

Sai = may it happens

Torop ma = many

Tubu dihamu = born for you

Angka pahompu = grandsons

Na bisuk = wise

jala nauli basa = and good behaviour

B. Analysis

This umpasa is verse. The first line is a couplet which suggested the second line by sound or other similarity. *Tubu ma tambinsu di toruni pinasa (1)* and *Sai torop ma tubu dihamu angka pahompu na bisuk huhut na uli basa (2)*. The first and the second line is ended by similar sound or rhyming patten "A, A". But the first line did not relate to the second line in meaning or the other word the meaning in the first line deflected to the second line. The first line was beautiful word in order to be nice to listen. The second line *Sai torop ma tubu dihamu angka pahompu na bisuk huhut na uli basa* it means, this umpasa purposes the parent of new get married will see a great number of generation from their son and daughter in law. But this umpasa is excluded from *Umpasa yang sesungguhnya* (real umpasa). The writer said this, because informant said the real umpasa has to have relation between the first line to the second line in meaning on the other word, the real umpasa has same purpose the first line to the second line not only has similarity sound on middle and ending but has to have relation between the first line to the second line. This umpasa purposed to give hope so that new get married will be **gabe** (To have complete generation such as son and daughter) in the future.

Speaker also conveyed special utterance to mother in law of bride as follow: *on ma ito ulos pargomgomma on diibotoku gomgom ma parumaen mi, jala lambokma ho ito mangajari parumaen mi*: (This is Ulos pargomgom to you sister, please protect your daughter in law and treat her softly)

Ramba na poso dope i naso tubuan lata, (1)

Ai naposo dope i naso umboto hata (2)

A. Translating

Ramba = Grass

Naposo = Young

Dope i = Still

Naso = Does not

Tubuan = Grow

Lata = Sprout

Ai = Because

Naposo = Young

Dope i = Still

Naso = Does not

Umboto = Know

Agia aha = Anything

The meaning in free translation “ . She is still young does not know anything”.

Bride’s parent suggested to mother in law of his daughter in order to teach and lead her daughter in law as a real daughter. The young grass was a symbol of young person (a girl) who did not know anything and need a guidance from her mother in law.

Umpasa when giving ulos Pargomgom

Today *ulos pargomgom* does not appear again at Siborongborong District in wedding party. formerly, *ulos pargomgom* was given to bridegroom’s mother and *ulos passamot* was given to bridegroom’s father. But today these ulos have been combined become one ulos that is *ulos passamot*.

After interviewing informants Op.Mauritz Rajagukguk, Op. Melva Rajagukguk, T. Rajagukguk, P. Rajagukguk and Op. Junjungan Rajagukguk, They said that ulos pargomgom appears in the death party *Nasaurmatua* (Old people who his/her children have got married and have had generation) *ulos pargomgom* usually be given to all generation of *Nasaurmatua* as a symbol *ulos kesatuan* (Unity Ulos). For example if the dead is male, so that his wife is the doer of giving this ulos *pargomgom* by hope may her life will be long to *manggomgom* (To embrace) her generation to the future and vice versa.

Umpasa when Mangulosi hela dohot boruna

Bintang na rumiris tu ombun na sumorop (1)

anak pe dihamu riris boru pe torop (2)

A. Translating:

Bintang = star

Narumiris = spread around of

Tu ombun = dew

Na sumorop = clot

Anak pe = Son also

Dihamu = for you

Riris = spread

Boru pe =and also daughter

Torop = many

B. Analysis

The meaning in free translation “ The star spread around of clotting dew, May you will have son and daughter in large number” (But in this era, large number is implicit meaning .It means there is son and daughter.This umpasa is kind of verse. The ending of sound in first line is similar to the second line and has rhyming pattern “A, A”. This umpasa is *umpasa yang sesungguhnya* (Real umpasa) because the characteristic of real umpasa is the meaning in the first line still same meaning or still related to the second line or the other word, the first line not only a series beautiful word but still has relation to the second line. *Bintang na rumiris tu ombun na sumorop (1)* it means that star must be in large quantity commonly. *Anak pe dihamu riris boru pe torop (2)* it means, may you have

a large quantity of son and daughter. (Complete generation there is son and daughter in this era). A large quantity of star is figurative of many sons, clotting dew is figured as many daughters. Line 2 has been meant in line 1. So this *umpasa* was used as a prayer to the new get married in order to get complete generation on the future. The kind of this *umpasa* is included into *Umpasa hagabeon* and real *umpasa*.

Eme sitambatua parlinggoman ni siborok (1)

Sai dilehon Amanta Debata ma dihamu tua, jalo tongtong hamu diparorot (2)

A. Translating

Eme = Rice (Rice tree)

Sitambatua = which gives grace.

Parlinggoman ni = shelter of

Siborok = Siborok (*Berudu* in Indonesia. an animal before complete forg and still hastail).
Tadpole

Sai = may

Dilehon = be given

Amanta Debata ma = Our Lord

Dihamu = To you

Tua = Grace

Jala tongtongma = and always be

Hamu = you

Diparorot = protected

B. Analysis

The meaning in free translation “May you protected by our Lord”

This *umpasa* is kind of verse. The first line is couplet and the second line is solution. This *umpasa* in the first line has similarsound to the second line in. The rhyming pattern of this *umpasa* was “A, B”. The meaning of the first line deflected from the second line there is no similarity of meaning. Thus, this *umpasa* is excluded from *umpasa yang sesungguhnya*. It is unreal *umpasa*. This *umpasa* in line 1 *Eme sitambatua parlinggoman ni siborok (1)* only a series beautiful word to listen. It means a *Siborok* or the others small animals will take shalter beneath of shady. *Sai dilehon Amanta Debata ma dihamu tua, jalo tongtong hamu diparorot* in line 2 it means may the Lord will give you grace and protect you. The meaning of the first line has not relation to the second line (Unreal *umpasa*). This *umpasa* used word *Eme*, Because *Eme* which is growing shady is a big grace for Batak People. The purpose of this *umpasa* was a prayer so long time that the new get married would be protected by Lord. This *umpasa* is included into *Umpasa asa sai didongani Tuhan Nasida*. **In order Lord protect them.**

Sahatsahatni solu sahat ma Tubontean (1)

Sahatma hamu lelung mangolu jala sahat tu panggabean (2)

A. Translating

Sahatsahatni = The Arrival of

Solu = Board

Sahatma = be arriving

Tubontean = To the port

Sahatma = be arriving

Hamu = You

Leleng = long

Mangolu = live

Jala = and

Sahat tupanggabean = prosperous

B. Analysing

The meaning in free translation “*May you have long age and happiness be with you*”

This umpasa is kind of a verse. Line 1 is couplet and line 2 is solution. The rhyming pattern of this umpasa is “A, A”. *Sahatsahatni solu sahat ma Tubontean 1* it means that a board sailed ocean is hopped will arrive on the port safely *Sahatma hamu lelung mangolu jala sahat tu panggabean (2)*

Sahatma hamu lelung mangolu jala sahat tu panggabean (2) it means *May you have long age and get happiness until to the end*” This umpasa in the first line has relationship to the second line. Board sailed ocean is figurative of new get married who begin of building new family and on the second line was the purpose of the first line. Because a board which sailed ocean is hopped has to arrive to the port. So, if the first line has relation to the second line purpose that umpasa is real umpasa.

The writer analyzed that umpasa above is included into real umpasa. Usually this umpasa is used in the ending of expression. The purpose of this umpasa in english is to say “amen” about all hope previously. This umpasa always be used on the beginning if the speaker expressed single umpasa. If the speaker was able to convey more than one umpasa this umpasa will be a closing.

The reason in using this umpasa was a payer because long time ago the Toba Batak People did not know how to pray as modern region today.

Umpasa when Marhata Sigabegabe or Manuari

Informant Op. Lamtama Silitonga said that “at Siborongborong District there is no special marhata sigabe-gabe because *Hata sigabegabe* has been combined into all umpasa and when hold *Pinggan panungkunan* (The structure of the party). He said that event marhata sigabegabe existed in Toba region only. Op. Mangembang Lumbanturuan said “marhata sigabe-gabe is not only held in wedding party but we can express when we invite new get married come to our house to enjoy meal (*Mamio*) *hata sigabe-gabe* is kinds of blessing no prayer. But T. Sigalingging said “*Hata sigabe* is all beautiful word to the get married. And sometimes *hata sigabe-gabe* appears depend on situation. Op. Toga siahaan said that” *Hata sigabe-gabe* is all beautiful word to the get married there is no special time to do that.

Manjalo Tintin marangkup

Tintin marangkup is a symbol that the bridegroom’s uncle become father of bride based on culture in Toba Batak people. Formerly, tradition of Toba Batak, a man used to take his uncle daughter as a wife (*Ingkon namarpariban*). But in this modern era a man free to choose candidate wife whoever. There is no rule again have to take uncle’s daughter as a wife.. But the habitation previously is still appreciated today by means whoever a man takes as a wife, the wife is considered as a daughter of uncle of the man. When *manjalo*

tintin marangkup usually the man's uncle uses umpasa. Truly, informants said "there are some *umpasa* when *manjalo tinti marangkup*, but the writer took one only. Umpasa in this section as following :

Hot pe jabu i sai tong do i margulanggulang (1)

Tung sian dia pe mangalap boru bere i sai tong doi boru ni tulang (2)

A. Translating

Hot pe = A strong

Jabu i = house

Sai tong doi = Must have

Margulanggulang = *Gulanggulang. Penopang*(Crutch)

Tung sian dia pe = Whoever

Mangalap boru bere i = bere (son of our sister) takes a girl as wife

Tongtong doi = she is included as

Boruni tulang = Uncle's daughter.

B. Analysis

In the free translation "Whoever or whenever a man takes a girl as a wife, based on culture in Toba Batak, the girl is valid to be daughter of the man's uncle. Formerly, a girl who did not have father was abject (*Lea. Hina*). To avoid this situation the uncle of the man was considered as a father of the girl (*tulang ni baa i gabe si sada boru dohot nampuna boru. Paman lelaki mempunyai posisi yang sama dengan orang tua puteri tersebut*).

This umpasa is a kind of verse. Line 1 *Hot pe jabu i sai tong do i margulanggulang* it means a strong house must be supported by all crutch. In line 2 *Tung sian dia pe mangalap boru bere i sai tong doi boru ni tulang* it means whoever or whenever *Bere* takes a girl as wife, culturally that girl included as daughter of uncle of a man. The purpose in line 1 (a strong house must have crutch) was a figurative of candidate wife of a man. And line 2 (Whoever or whenever a man takes a girl as a wife) the girl has strong position in new family culturally. So, the first line has relationship to the second line. Thus, this umpasa is included into the real umpasa (Umpasa yang sesungguhnya) and purposed *asa togu parsaripeon nasida*. The rhyming pattern of this umpasa was "A, A"

Mangampu sian Hasuhuton Paranak

The word of *mangampu* it can be translated into English become "saying thanks from the owner of party to all invitations for their coming, blessing and praying to the married". In saying *mangampu* at Siborongborong District the owner of party appointed *Haha anggi (Dongan tubu)* to say thanks to all invitations. T. Sigalingging said that *mangampu* did not do by the owner of party, and R. Hutasoit said "*Nasomalna, molo nampuna pesta dang pola dohot i mandok hata mangampu tu sude undangan alai dilehon ma tingki tu nasida na marhaha anggi*" (The owner of party did not take part in doing *mangampu* to all invitations but, he gave chance to cousin of generation or same family name) to say thanks.

"*Hamu rajanami, mauliate malambok pusu do dohononami siala angka hata na uli dohot pasu-pasu na arga na nilehonmuna tu hami tarlumobi dianak dohot parumaennami. Asima tongtong rohani tuhanta sai dipasahat ma sudenai. songon na nidok ni umpasa ma dohononku*": To all our kings (In Batak all invitations are king or

queen), we thanks and so pleasure because your all prayer, bless and beautifull word you gave to our son and our daughter in law. May our Lord grant and all our hope will be happened to the future). As umpasa say:

Songgop sirubaruba, tu dangka ni hapadan (1)

Angka pasupasumuna, sai dijangkon tondimai dohot badan (2)

A. Translating

Songgop = Perch

Sirubaruba = A kind of bird

Tu dangka Ni = to bough of

Hapadan = *Hapadan* (A kind of bush)

Angka = Every *Pasupasumuna* = Your blessing

Sai dijangkon = hopefully taken

Tondi ma = by soul

Dohot = And

Badan = Body

B. Analysis

This umpasa is a kind of verse. Line 1 is suggested by line 2. In line one *Songgop sirubaruba, tu dangka ni hapadan* it meant a bird which flies will be looking for a bough to perch. The purpose of line two was cleared in line 2 *Angka pasupasumuna, sai dijangkon tondimai dohot badan (2)* all your blessing hopefully taken by soul and body. The word “*sirubaruba*” in line 1 is figured as blessing which is flying to look for somebody accepted it. And line 2 means „May our soul and body are deserve to accept all your blessing. Mangappu is “Amen“ in english and in indonesia. The line 1 still has relationship in the meaning to the line 2.

Turtu ma ninna anduhur tia ma ninna lote (1)

Angka hata pasu-pasu muna sai unang ma muba sai unang ma mose (2)

A. Translation

Turtu ma ninna anduhur = “tur tu tur tu” is the voice of turtledove

Tio ma ninna lote = “tio tio tio” is the voice of *Lote* (*Lote* is kind of a bird)

Angka hata pasu-pasu muna = All your blessing

sai unang ma muba sai unang ma mose = May will not be change

B. Analysis

This umpasa is a kind of verse. The first line is couplet and the second line is a solution. But the meaning of line 1 is not connected to the line two. *Turtu ma ninna anduhur tia ma ninna lote (1)* it means this line only to sound how a turtledove and a lote to sound. *Angka hata pasu-pasu muna sai unang ma muba sai unang ma mose (2)* it means all your blessing may will not be change. This umpasa was created as a beautiful word so that nice to listen and included into unreal umpasa (*Umpasa yang tidak sesungguhnya.*)

CONCLUSION

Based on the result of this study there are some kinds of *umpasa* and their value in Toba Batak wedding party. The kinds of *umpasa* are gotten by writer after analysing and interviewing *Raja hata* (The real talker in Toba Batak Party) such as:

1. Real *Umpasa*, in Indonesia *Umpasa yang sesungguhnya* and in Toba Batak *Umpasa na adong hatohoanna*. Mentioned as real *umpasa* if the first line has relation or connection to the second line (*Baris pertama mempunyai hubungan dengan baris kedua or lapatanni hata parjolo adong hatohoanna tu baris na paduaahon*)
2. Unreal *Umpasa*, in Indonesia *Umpasa yang berupa pantun yang diciptakan supaya enak didengar karena isi baris pertama tidak berkaitan dengan baris kedua* in Toba Batak *umpasa na dipatupa asal ma suman begeon*. (A series beautiful word that nice to be listened the meaning in the first line does not connect to the second line)

The value of *umpasa* are: *Asa togu parsaripeonna, Asa gabe, Asa maradongan, Asa diurupi Tuhan nasida* (So that their new family full loyalty, they have complete generation (son and daughter), wealthy and protected by Lord)

The purpose of Toba Batak used *umpasa* in Toba Batak wedding Party because their ancestor thought that the usage of *umpasa* as a mean of communication to the Lord. On the other word *umpasa* is included into ancient prayer.

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THE COMPARATIVE EFFECT OF DYNAMIC AND COLLABORATIVE ASSESSMENT ON INTROVERT AND EXTROVERT EFL LEARNERS' SPEAKING

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ABSTRACT

This study was an attempt to compare the effect of two kinds of assessments, namely collaborative assessment and dynamic assessment, on the introvert and extrovert English as a foreign language (EFL) learners' speaking proficiency. For this purpose, 120 learners of a total number of 180 intermediate learners studying at Taghva language school were chosen all taking a piloted PET first for homogenization prior to the study. Then they were categorized into two subgroups of introvert and extrovert based on the Eysenck Personality Inventory (EPI) which they received in the first session of the study. Overall there are four subgroups which include 30 introverts and 30 extroverts undergoing the collaborative assessment, and 30 introverts and 30 extroverts undergoing the dynamic assessment homogenized on PET. The speaking proficiency test selected from speaking section of another sample of PET is administered as the posttest of the study after each group is exposed to the treatment for 16 sessions in eight weeks. The first group practice collaborative assessment and the second group practice dynamic assessment during the instructional period as the treatment. At the end of the instruction, the mean scores of the four groups on the posttest are computed through a two-way ANOVA. The results showed that there is a significant difference between the speaking proficiency of introvert and extrovert learners who were exposed to collaborative and dynamic assessment. Extrovert learners whose speaking had more improved in Collaborative Assessment and introvert learners whose speaking had more improved in Dynamic Assessment.

KEYWORDS: dynamic assessment, collaborative assessment, personality types, extroversion, introversion, speaking

INTRODUCTION

Speaking is one of the most important skills when it comes to language learning especially in a foreign language context and has been subject to many current studies (e.g., Derakhshan, Nadi Khalili, & Beheshti, 2016; Karimy, & Pishkar, 2017; Khaghaninejad, & Bahari 2016; Mahdavi-Zafarghandi, Tahriri, & Dobahri Bandari, 2015; Marashi, & Dolatdoost, 2016). The need for developing speaking skill is most doubtlessly experienced by majority of EFL learners and its mastery has been considered as a difficult task by many. In fact, speaking skill takes priority over other language skills for many learners since they often evaluate their success in language learning as well as the effectiveness of their English course based on their improvement in this

skill (Nunan, 2003). According to Crossley and McNamara (2013), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. By the advent of new approaches in language teaching, the field of ESL/EFL has paved the path to the more communicative approach which has emphasized the vital importance of learner-centered learning and teaching that the complete learning experience is focused on learners.

Learning is now more commonly conceptualized as a process whereby students actively construct their own knowledge and skills (Barr & Tagg, 1995, as cited in Nunan, 2004) which indicates the importance of the process over product. The shift toward process is very clear-cut in teaching speaking as well. Thus, speaking skill is no more viewed as it was the early 1970 as repeating after the teacher, reciting a memorized dialogue, or responding to a mechanical drill (Shrum & Glisan, 2000). Since speaking is one of the productive skills with overtly observable performance and output, there is a tendency toward assessing the performance of learners. As Barr and Tagg (1995 cited in Zareie, Gorjian, & Pazhakh, 2014) claim, “if assessment procedures are chosen correctly, assessment can develop and facilitate students’ performance and result in learning”. Assessment is viewed as the tool for improving the students’ learning which has drawn the researchers’ and syllabus designers’ attention (Linn, 1994, as cited in Zareie et al 2014).

Collaborative assessment (CA) highlights mutual goals (working towards a mutually acceptable assessment grade), dynamic exchange of information (presenting, defending and elaborating views on the grade by tutor and student) and role interdependence (emphasizing individual accountability for meaningful exchange to take place) as key characteristics of collaboration (Chaume, 2005).

Another assessment which focuses on the process is dynamic assessment (DA), which is one form of alternative assessment that has emerged from sociocultural theory, rooted in Vygotsky’s zone of proximal development (ZPD). It is an approach which offers a diagnostic understanding of where the learner is at while simultaneously promoting development by offering the learner specific mediations or very small hints during the assessment procedure, assisting the learner to move beyond or overcome, impediments to problem solving (Lanolf & Poehner, 2008).

The other variable which should be considered in this study is personality trait .e.g., introvert and extrovert. Personality trait is how the person sees herself or himself, his or herself concept (Cook, 1984). Extroverts are characterized as outgoing, gregarious and fun-loving, whereas introverts are seen as more quiet, reserved and pensive. This means that typical introverts are highly sensitive, reacting strongly to relatively mild stimulation, whereas typical extroverts are excitement-seekers, with a much higher endurance for loud noise, strong light, and other forms of external stress. Extroverts and introverts also seem to have different reminiscence capabilities (Eysenck, 1999).

A typical introvert is someone who “is a quiet, retiring sort of person, introspective, fond of books rather than people: He is reserved and distant except to intimate friends. He tends to plan ahead, “looks before he leaps and destructs the impulse of the moment. He does not excited”.

(Eysenck & Eysenck, 1984). A typical extrovert is someone who "is social, like parties, has many friends, needs to have many people to talk to craves excitement, takes chances, often sticks his neck out, acts on the spur of the moment and is generally an impulsive individual". (Eysenck & Eysenck, 1984).

So far, a great number of studies have been conducted concerning dynamic assessment in the international context (e.g., Ableeva, 2008; Antón, 2009; Davin, 2011; Garb & Kozulin, 2002; Lantolf & Poehner, 2011; Poehner, 2008; Swain, 2000; Xiaoxiao & Yan, 2010) and local context of ELT in Iran (e.g., Ghahremani & Azarizad, 2013; Isavi, 2012; Pishghadam, Barabadi & Kamrood, 2011; Sadeghi & Khanahmadi, 2011; Saeidi & Hosseinpour, 2013; Zoghi & Malmeer, 2013). Moreover, speaking has also been explored by different studies (e.g., Crossley & McNamara, 2013; Pomerantz, 2001; Zarrinabadi, 2014; Zhou, 2015). However, none of these studies, to the best knowledge of the researcher, has attempted to investigate the comparative effect of collaborative assessment and dynamic assessments on Extrovert and Introvert EFL learners' speaking ability which is the focus of the present study.

RESEARCH QUESTIONS

In line with the purpose of the present study, the following research questions are formulated:

Is there any significant difference between the effect of collaborative assessment and dynamic assessment on introvert EFL learners' speaking?

Is there any significant difference between the effect of collaborative assessment and dynamic assessment on extrovert EFL learners' speaking?

Does Collaborative assessment have a significantly different effect on introvert and extrovert EFL learners' speaking?

Does Dynamic assessment have a significantly different effect on introvert and extrovert EFL learners' speaking?

METHODOLOGY

Participants

This study is concerned with 180 female intermediate EFL learners with the age range of 17-19 studying in Taghva language school. These participants are non-randomly selected and homogenized through preliminary English test (PET) among 180 learners studying in the same language school. The participants whose scores fell within one standard deviation above and one standard deviation below the mean selected. It is worth mentioning that the PET, which was used to homogenize the candidates at the beginning of the study, piloted with 30 female learners at the same level of proficiency and the reliability and item characteristics were checked to be acceptable for the intended participants.

Instrumentations

The text book which is used at the intermediate level of the language school is the new interchange 3 from which the speaking activities are the focus of this study while other skills were covered as well.

Preliminary English Test

In order to select a group of homogenous participants among 180 learners, the researcher administered PET (Preliminary English Test). This test was used for the learners who could use every day written and spoken English at an intermediate level. It measured all four skills (reading, writing, listening, and speaking) during two hours. The reading section consists of 35 questions including multiple choice, matching and true-false items.

In the writing section participants were presented with five complete and incomplete sentences and be expected to complete the incomplete sentences so that they mean the same as the complete sentences. In the second writing task, the participants were presented with some kind of information in the form of postcard, note or Email. They were supposed to write a paragraph about 35 words. Moreover the participants were presented with two different topics; therefore, they chose one of them and write about it in 180 words. Scores were obtained through the rating scale. The listening part has four sections consisting of 25 multiple choice questions which were held during 30 minutes. Candidates were supposed to listen to some short recording and for each recording circle the best alternative. In the speaking part, there is an interview which lasts around 10 minutes, candidates were supposed to take part in conversation, asking and answering questions and talking freely about their likes and dislikes. The candidates score on speaking section were calculated through a specific rating scale. The final mark a candidate was received is the total of the marks obtained in each of the three parts (Reading and Writing, Listening, and speaking). The reading and writing part carried 50% of the total mark and listening and speaking each carried 25% of the total mark.

The PET Writing Rating Scale

The writing rating scale developed for the PET by Cambridge named General Mark scheme is used to rate the writing section of PET. Part two of the writing section of PET was related on the basis of the criteria state in the rating scale having a mark in the range of 0-5. And part three is rated according to the rating scale provide especially for the part having a band score of 0-5 which is translated to a mark out of 15.

Speaking Rating Scale

The analytic rating scale of the PET speaking test was used in order to rate the participants' speaking ability both before the treatment when the researcher was going to homogenize the participants and when they took the speaking post-test. The rating scale included five criteria each carrying three marks. The criteria included:

a) *Grammar and vocabulary*: this scale refers to the accurate and appropriate use of grammatical forms and vocabulary. It also includes the range of both grammatical forms and vocabulary.

Performance was viewed in terms of the overall effectiveness of the language used in dealing with the tasks.

b) *Discourse management*: this scale refers to the coherence, extent and relevance of each candidate's individual contribution. On this scale the candidate's ability to maintain a coherent flow of the language was assessed, either within a single utterance or over a string of utterances. How relevant the contributions were to what has gone before was also assessed.

c) *Pronunciation*: this scale refers to the candidate's ability to produce comprehensible utterances to fulfill the task requirements. This includes stress, rhythm and intonation, as well as individual sounds. Examiners put themselves in the position of the non-language specialist and assessed the overall impact of the pronunciation and the degree of effort required to understand the candidate. Different varieties of English, e.g. British, North American, Australian etc., were acceptable, provided they are used consistently throughout the test.

d) *Interactive communication*: this scale refers to the candidate's ability to use language to achieve meaningful communication. This included initiating and responding without undue hesitation, the ability to use interactive strategies to maintain or repair communication, and sensitivity to the norms of turn-taking.

e) *Global Achievement*: This scale refers to the candidate's overall effectiveness in dealing with tasks in the three separate parts of PET speaking.

Eysenck Personality Inventory (EPI)

The EPI is a questionnaire which assesses the personality traits of people. It was devised by the German psychologist Hans Jurgen Eysenck and his wife Sybil B.G (1975). Eysenck, Eysenck initially conceptualized personality as two, biologically- based independent dimensions of treatment measured on a continuum: extraversion/introversion and neuroticism/stability. The hugely validated test consisted of 57 yes/no items. Those who fill out the EPI receive three different kind of scores. The E score which is related to how much extrovert person is, the N score measuring the neuroticism, and the lie score which tries to measure how socially desirable a person has wanted to prove to be. The E is computed out 24 items, the N score is out of 24 and the Lie score is out of nine. The Yes/No answers should be given based on the usual way of acting or thinking of an individual It should be noted that EPI questionnaire demonstrates a reasonable level of reliability of 0.8 Eysenck & Eysenck, 1999). He has also reported convergent validity for this questionnaire. In this study the questionnaire was administered as a pretest and posttest.

Posttest

The researcher used another PET speaking test as the speaking post-test with exactly the same characteristics discussed above under PET.

Procedure

In order to conduct this study the researcher administered the EPI among 180 participants in order to choose introverts and extroverts. 60 learners who were introvert, 60 learners who were extrovert, and 60 learners who were ambivert. As the moderator variable is the personality trait with two modalities introvert and extrovert, so the researcher took out the ambiverts.

In the next step, the researcher administered a piloted PET among 180 female intermediate EFL learners studying at Taghva Language School in Tehran. Then 60 learners whose scores on the test fell one standard deviation above and one standard deviation below the mean were chosen for the first phase of the study. The two raters whose inter reliability had already been established rate participants' performance on speaking and writing sections of PET. It is worth mentioning that before conducting the study, PET was piloted by administering it to 30 female learners at the same range and language proficiency.

Then the participants' scores on the speaking section of PET were compared by means of an independent samples t-test. When homogeneity is established in the two experimental groups, instruction commence. The participants attended their classes twice a week for twenty sessions. The allocated time for each session was one hour and forty five minutes from which forty five minutes was assigned for the correspondent research study. Moreover throughout the semester, speaking practices which included debates, discussion, and the lectures, based on the speaking activities of the text book were applied for both experimental groups.

Therefore, to discuss different issues in both experimental groups, problematic situations were raised and students required to reflect upon the obstacle towards the goal. The students were asked to make a brief speech on one of the controversial issues which required discussion and debate.

What was mentioned above is the general procedure of speaking skill in both experimental groups. However, the two groups underwent different treatment conditions, the procedure for which is explained hereunder.

Collaborative Assessment Group

In the first phase that involved the students in negotiating and deciding about the genre of speaking activities for class discussion and assessment. Since the students were at intermediate level, they did not know the meaning of genre and were not aware of its categories. Thus, the researcher explained it to them along with examples, then, the students indulged in negotiation in groups to decide about the genre. Each group then announced its idea to the class and discussed their reasons. As a result of the discussion among the groups, the class was decided that they liked mostly to debate and argue ideas while speaking, so the argumentative genre was selected as the genre of speaking activities.

Then the researcher explained to the class that any assessment required a set of criteria and asked few students to think about and explain how they often assessed their peers while their peers speak in class. After eliciting few responses from the students, the researcher gave the students

some time to negotiate in groups the criteria based on which they would like their oral performances to be assessed. Each group will come up with a list of criteria and a description of what they mean by those criteria. The students also will come up with a list of strategies to follow while conducting the assessment such as note taking and listening to the recorded voice. Since recording the voice for each session sounded demanding.

The next step was reporting and voting; the groups reported their lists of criteria and all suggestions were written on the board. The class voted for the criteria and the final decision of the class included correct use of part of speech, correct pronunciation, appropriate choice of word, grammatical errors, use of more compound and complex sentences, avoidance of repetition, use of collocations, use of idiomatic expressions, and fluency as criteria for assessment.

After finalizing the criteria for assessment, the researcher asked the students to allot a weight for each component, totaling 100. They negotiated first in groups and then between groups, since there were ambiguities in the weighing of the students, the teacher guided them in how to specify their scales more. This the teacher did by posing questions that would require students think and negotiate more rather than simply giving her own ideas to them, though she polished up their statements at the end.

The learners were required to negotiate and plan about how they want their speaking performance to be assessed in the following sessions. After discussing the issue, the learners voted for assessing by their peers through negotiation, but they asked the teacher to inform and guide them if needed.

The teacher guided them to negotiate how they would like to receive the feedback and they came up with the idea that they would rather have it among the peers but they will ask the teacher to inform them of any parts they would miss. Finally, as a result of negotiation the students came up with the decision that the teacher should present her comments to the class orally. Thus the teacher took notes while the students performed the oral activities throughout the remaining sessions to provide the necessary feedback if needed.

Dynamic Assessment Group

In this group the researcher used the interactionist-dynamic assessment approach to give feedback to students individually or to small groups. The researcher used the dynamic-assessment rubrics form to diagnose and record the students' daily classroom performances.

The following is an example for a possible dynamic-assessment interaction during which the teacher is providing the following gradual hints: a) not accepting the answer, b) referring to the accuracy factor, c) asking questions, d) repeating the specific erroneous utterance, and e) providing the student with the correct answer and its explanation.

Student: last weekend.... I went with my friends to Los Angeles. After they arrived to the hotel and they put our bags in our room, we went to Disney Land.

- a) Teacher: not accepting the utterance by shaking her head questioningly with a gentle smile.
Student: silently reflecting in confusion.
- b) teacher: syntactical control
Student: still confused.
- c) Teacher: who arrived to the hotel, and who put the bags in the room? Did you stay in one room?
Student: oh... after we arrived to the hotel and we put the bags in our rooms, they went to Disney Land.
- d) Teacher: they went to Disney Land?
Student: oh... we went to Disney Land.

In this example, the teacher did not need to clarify or explain any grammatical feature for the student. If the student is not able to produce the proper utterance, the teacher explained the plural conjugation of past tense verbs.

In addition, as Grigorenko and Sternberg (2002) says “mediation can entail a wide array of support ranging from standardized hints to dialogic interaction”. In this regard, the students received different kinds of mediations based on their needs, in different forms individually or in group, ranging from pronunciation to structure and oral reproduction techniques. These mediations were offered based on the performance of the students on the subjects, after that their narrations were transcribed by the researcher. After examining each transcription, the mistakes and necessary instructions gave to the student and if it was a common mistake, the structure or the pronunciation were described for the whole class.

Post-test

At the end of the semester, the teacher administered a speaking post-test to both groups. This post-test is the speaking section of PET rated by the same rating scale that was used for homogenizing the participants at the onset of the study. Three raters rated the performance of the two groups and as the result the performance of the two groups were compared to test the null hypotheses.

Statistical Analyses

A series of descriptive and inferential statistics were employed in this research. The descriptive measures were included mean and standard deviation and item analysis was conducted on the language proficiency test (PET) used for homogenization. The inter-rater reliability of the two raters of the PET were calculated through Pearson Correlation and the reliability of the PET were calculated through Cronbach’s Alpha.

To address all four the null hypotheses, a two-way ANOVA run to study the interaction of the two modalities collaborative assessment and dynamic assessment of the independent variable and the two moderator variables introvert and extrovert on the dependent variable of this study.

RESULTS AND DISCUSSION

Piloting

A sample PET was used for finding homogenized participants for the research study, but before its main administration, it was piloted with a group of 30 students who shared similar characteristics as the target sample of the study. Table 1 provides the descriptive statistics of PET in pilot administration.

Table 1 :Descriptive Statistics of PET Piloting

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness	Std. Error
SCORE	30	33.00	15.00	48.00	30.9667	8.25241	68.102	.088	.427
Valid (listwise)	N ₃₀								

As can be seen in the Table, the mean and standard deviation turned out 30.96 and 8.25 respectively. Table 2 represents the descriptive statistics of the two raters of writing and speaking sections of PET.

Table 2 :Descriptive Statistics of Speaking and Writing Scores by Raters

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness	Std. Error
RS1	30	12.00	12.00	24.00	20.0333	3.13471	9.826	-.662	.427
RS2	30	12.00	12.00	24.00	20.5000	2.90956	8.466	-.592	.427
RW1	30	7.00	8.00	15.00	12.5333	2.04658	4.189	-.581	.427
RW2	30	7.00	8.00	15.00	12.6667	2.38289	5.678	-.738	.427
Valid (listwise)	N ₃₀								

The two raters had rated the writing and speaking sections quite similarly as the means for writing were 20.33 and 20.50 and 12.53 and 12.66 for speaking. Also the ratio of skewness/std. error of skewness for writing scores was neither smaller than -1.96 nor larger than 1.96, proving the normality of the distribution of scores. Therefore, the researcher could conduct a Pearson Product correlation to check the relationship between the two raters. Table 3 presents the results.

Table 3 :Correlations between Raters on Writing Scores

		RW1	RW2
RW1	Pearson Correlation	1	.799**
	Sig. (2-tailed)		.000
	N	30	30
RW2	Pearson Correlation	.799**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

The raters had a correlation of .799 in the scores they had given to participants' writing, an acceptable consistency.

Table 4 :Correlations between Raters on Speaking Scores

		RS1	RS2
RS1	Pearson Correlation	1	.859**
	Sig. (2-tailed)		.000
	N	30	30
RS2	Pearson Correlation	.859**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

As can be seen in the Table, the consistency between raters in the speaking scores was also a high .859

Table 5 shows the reliability index of the test in pilot administration.

Table 5 :Reliability Statistics

Cronbach's Alpha	N of Items
.789	60

The reliability as shown in the Table equaled .789.

PET Main Administration

The piloted PET was administered to the target participants of the study, in order to choose a homogeneous sample among them. Table 6 presents the data.

Table 6 :Descriptive Statistics of PET Main Administration

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness	Std. Error
PETSCORE	180	47.00	38.00	85.00	62.8333	12.91896	166.899	-.270	.181
Valid N (listwise)	180								

The mean and standard deviation turned out 62.83 and 12.92 respectively. Therefore, 120 participants whose scores were within the range of 49 and 76 were chosen as the main participants of the study.

Questionnaire Administration

After choosing the homogenized sample, the measure of extroversion/introversion attribute was administered and as it turned out, 60 participants came out as extroverts and 60 proved to be introverts. Table 7 presents the descriptive statistics of the questionnaire's administration.

Table 7 :Descriptive Statistics of Extroversion/Introversion Questionnaire

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness	Std. Error
TOTAL	120	18.00	14.00	32.00	25.1167	4.70327	22.121	-.102	.221
Valid (listwise)	N 120								

Looking at the Table, it could be seen that the mean and standard deviation turned out to be 25.11 and 4.70 respectively. The reliability of the questionnaire was also estimated with an index of .794 as shown in the following Table.

Table 8 :Reliability Statistics of Questionnaire

Cronbach's Alpha	N of Items
.794	57

Upon categorizing the homogenized participants to extrovert/introvert via Eysneck questionnaire, they were assigned to four experimental groups, based on the type of treatment they were supposed to receive. Two groups of Introverts one receiving dynamic and the other receiving collaborative assessment treatment and two other groups including extroverts each receiving either dynamic or collaborative assessment treatment.

Table 9 :Descriptive Statistics of Experimental Groups PET Scores

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness	Std. Error
INTRODYNAMIC	30	25.00	50.00	75.00	63.3333	7.41542	54.989	-.086	.427
EXTRODYNAMIC	30	25.00	50.00	75.00	63.2333	7.34698	53.978	-.055	.427
INTROCOLLAB	30	25.00	50.00	75.00	63.4333	7.37976	54.461	-.106	.427
EXTROCOLLAB	30	23.00	52.00	75.00	64.0000	7.38591	54.552	-.138	.427
Valid N (listwise)	30								

Considering the Table, it could be seen that the four groups had almost similar means, yet prior to the treatment the homogeneity of the four groups in their homogeneity was investigated through an ANOVA. As all groups' skewness/std error of skewness index were within the range of -1.96-1.96, normality as the first assumption of running an ANOVA was met.

Table 10 shows the second assumption of running the ANOVA, namely Levene's test of homogeneity of variances.

Table 10 :Test of Homogeneity of Variances

PET			
Levene Statistic	df1	df2	Sig.
.002	3	116	1.000

As can be observed, with a sig of $1.000 > .05$ it was proved that the assumption of homogeneity of variances was not violated.

Table 11 presents the ANOVA data.

Table 11 :ANOVA

PET					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	10.600	3	3.533	.065	.978
Within Groups	6321.400	116	54.495		
Total	6332.000	119			

Looking at the Table, with an ($F=.065, p=.978 > .05$), it was clearly shown that the four experimental groups were homogeneous in terms of their general proficiency prior to the treatment.

Since the dependent variable of the study was the speaking ability of the learners, the researcher had to check the homogeneity of the participants in terms of this variable as well before the intervention started. The descriptive statistics of the experimental groups can be seen in Table 12 below.

Table 12 :Descriptive Statistics of Experimental Groups' Speaking Scores

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness	Std.
									Error
INTRODYNAMIC	30	6.50	9.00	15.50	13.0333	1.50822	2.275	-.585	.427
EXTRODYNAMIC	30	7.50	8.50	16.00	12.9667	1.94286	3.775	-.396	.427
INTROCOLLAB	30	7.00	8.50	15.50	12.5500	1.80684	3.265	-.434	.427
EXTROCOLLAB	30	7.00	9.00	16.00	13.1000	2.10254	4.421	-.278	.427
Valid N (listwise)	30								

According to the data in the above Table, the means of the four groups were quite similar, yet the researcher had to make sure of the insignificance of the differences. This had to be done via running an ANOVA.

The first assumption to be checked was normality which was observed from the indices of skewness/std error of skewness in Table 12 all being within the -1.96-1.96 range.

Table 13 shows Levene's test of homogeneity of variances, the second assumption of running the ANOVA.

Table 13 :Test of Homogeneity of Variances

PREspeaking			
Levene Statistic	df1	df2	Sig.
2.209	3	116	.091

As can be observed, with a sig of .091>.05 it was proved that the assumption of homogeneity of variances was not violated.

Table 14 presents the ANOVA data.

Table 14 :ANOVA

PREspeaking					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.523	3	1.841	.536	.658
Within Groups	398.308	116	3.434		
Total	403.831	119			

Looking at the Table, with an (F=.536, $p=.658>.05$), it was clearly shown that the four experimental groups were homogeneous in terms of their speaking performance prior to the treatment.

Speaking Posttest

At the end of the treatment another sample PET speaking test was administered to the four experimental groups to estimate their speaking ability after the intervention. The data are presented in Table 14.

Table 15 :Descriptive Statistics of Experimental Groups' Speaking Posttest Scores

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness	Std. Error
INTRODYNAMIC	30	8.50	16.50	25.00	22.1167	1.76500	3.115	-1.049	.427
EXTRODYNAMIC	30	7.00	14.50	21.50	18.1000	1.78789	3.197	-.156	.427
INTROCOLLAB	30	8.50	15.00	23.50	18.5333	1.86128	3.464	.000	.427
EXTROCOLLAB	30	5.00	20.00	25.00	22.4333	1.46059	2.133	-.286	.427
Valid N (listwise)	30								

Looking at the descriptive statistics of speaking posttest scores in the Table above, it can be inferred that compared to pretest scores, all groups had progressed in their speaking ability. Moreover, according to the data, the extroverts in collaborative assessment group with a mean of 22.43 had outperformed all other groups followed by introvert dynamic assessment group whose mean equaled 22.11. The least score was 18.10 which belonged to extrovert dynamic assessment group. And the introvert collaborative assessment group had the second lowest mean score of 18.53.

Testing the null Hypotheses

Although the four experimental groups' posttest scores' means turned out to have differences, the researcher had to employ inferential statistics to investigate whether these differences were significant or not.

As the speaking scores' distribution of introverts in the dynamic assessment group turned out to be not normal ($1.049/.427 > 1.96$) the researcher could not employ parametric statistical analyses and therefore it was not possible to compare all groups together. Consequently the analyses were done between each two groups separately.

In order to check the first null hypothesis of the study and to see whether there is a significant difference between the effect of collaborative assessment and dynamic assessment on introvert EFL learners' speaking ability, Mann Whitney U Test was conducted since as shown in Table 14, the introverts in the dynamic assessment group did not have normally distributed speaking scores. Table 16 presents the ranks.

Table 16 :Ranks

	GROUP	N	Mean Rank	Sum of Ranks
POSTspeaking	INTROdynamic	30	43.27	1298.00
	INTROcollab	30	17.73	532.00
	Total	60		

Based on the ranks provided in Table 4.15, the introverts in the dynamic assessment group had a higher rank in comparison with the introverts who were in the collaborative assessment group. However, the significance of the difference needed to be investigated. Table 17 shows the analysis results.

Table 17 :Test Statistics

	POST speaking
Mann-Whitney U	67.000
Wilcoxon W	532.000
Z	-5.691
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: GROUP

Since ($z = 5.691, p = .000 < .05$), the difference between the two groups proved significant. This led to rejection of the first null hypothesis.

Regarding the second null hypothesis, the data of speaking posttest scores of extroverts in collaborative assessment and dynamic assessment groups had to be compared. With the distribution of scores being normal as shown in Table 14, and meeting the first assumption of parametric analysis, the researcher employed an independent samples t-test analysis to compare the means of the two groups.

Table 18 presents the groups' statistics.

Table 18 :Group Statistics of Extroverts in Dynamic and Collaborative Assessment

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
POST speaking	EXTRO dynamic	30	18.1000	1.78789	.32642
	EXTRO collab	30	22.4333	1.46059	.26667

As can be seen in the above Table, the extroverts in collaborative group had a higher mean of 22.43 as compared with the 18.10 of those in the dynamic group.

Table 19 :Independent Samples T-Test between Extrovert Collaborative/Dynamic Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means		95% Confidence Interval of the Difference				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
POST speaking	Equal variances assumed	.255	.616	-10.281	58	.000	-4.33333	.42150	-5.17706	-3.48961
	Equal variances not assumed			-10.281	55.780	.000	-4.33333	.42150	-5.17777	-3.48889

Referring to the Table, with an (F=.255, p=.616) the assumption of equal variances was assumed and the first row of the Table was considered. As shown above, with a (t=10.28, p=.000) it was proved that the two groups significantly differed in their speaking ability and due to the treatment. Therefore, the second null hypothesis was also rejected as the extroverts in the collaborative group had outperformed the extroverts in the dynamic group.

To investigate the third null hypothesis of the study and to see whether Collaborative assessment had a significantly different effect on introvert and extrovert EFL learners' speaking, the data of the two groups were compared. Referring to Table 14, the normality of the scores was proved, meeting the first assumption of running an independent samples t-test.

Table 20 shows the groups' statistics.

Table 20 :Group Statistics of Collaborative Group Extroverts/Introverts

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
POST speaking	INTRO collab	30	18.5333	1.86128	.33982
	EXTRO collab	30	22.4333	1.46059	.26667

According to the statistics, the introverts had scored lower with a mean of 18.53 as opposed to the extroverts with a higher mean of 22.43.

Table 21 presents the results of the independent samples t-test.

Table 21 :Independent Samples Test between Extrovert/Introvert Collaborative Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means		95% Confidence Interval of the Difference				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error	Lower	Upper
POST speaking	Equal variances assumed	.196	.660	-9.029	58	.000	-3.90000	.43196	-4.76466	-3.03534
	Equal variances not assumed			-9.029	54.896	.000	-3.90000	.43196	-4.76571	-3.03429

Looking at the Table and with an ($F=.196$, $p=.660$) the assumption of equal variances was observed, therefore the first row of the Table was considered. A ($t=9.029$, $p=.000$) proved the significant difference between the two groups and the rejection of the third null hypothesis. It was, therefore, the introvert students whose speaking had improved more via collaborative assessment.

As for the fourth null hypothesis of the study which stated that dynamic assessment does not have a significantly different effect on introvert and extrovert EFL learners' speaking, the researcher had to employ another nonparametric analysis as the introverts' speaking scores in the dynamic assessment group was not normally distributed. As a result a Mann Whitney U Test was conducted.

Table 22 provides the ranks.

Table 22 :Ranks

GROUP	N	Mean Rank	Sum of Ranks
POSTspeaking			
INTROdynamic	30	43.73	1312.00
EXTROdynamic	30	17.27	518.00
Total	60		

From the table, it is clear that the introverts in the dynamic assessment group had a higher rank of 43.73 in comparison to the extroverts' rank of 17.27.

Table 23 details the results of the inferential statistics.

Table 23 :Test Statistics

	POSTspeaking
Mann-Whitney U	53.000
Wilcoxon W	518.000
Z	-5.892
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: GROUP

Considering the data in the Table, with a ($z=5.892$, $p=.000$), the null hypothesis was rejected, proving that introverts in the dynamic assessment group had outperformed the extroverts in their speaking ability.

Discussion

This study was designed to test a series of hypotheses pertaining to the comparative effect of collaborative and dynamic assessment on extrovert and introvert EFL learners' speaking. Findings of this study supported the proposed hypotheses being consistent with some research already conducted in the related fields. In this part, the results obtained from the analysis of data are discussed according to the objectives of the study and with reference to the proposed research questions.

Regarding the first research question which was "Is there any significant difference between the effect of collaborative assessment and dynamic assessment on introvert EFL learners' speaking?" the findings showed a significant positive difference. By looking at the descriptive statistics of speaking posttest scores in the Table 4.14, it can be inferred that compared to pretest scores, all groups had progressed in their speaking ability. The statistical analysis of the data revealed that the improvement occurred in the speaking proficiency of the learners, in both group of extrovert and introvert, in comparison to their previous stage was due to the introduction of specific variables which were the technique of collaborative and dynamic learning in improving speaking skill. Based on Table 4.11 the pretest mean scores of learners in all four groups (introvert-dynamic, extrovert-dynamic, introvert-collaborative, extrovert-collaborative) are 13.06, 12.96, 12.55, and 13.10. Their progress is noticeable by comparing their posttest mean scores that are 22.11, 18.01, 18.53, and 22.43. As it is mentioned in Vygotsky's (1978) Sociocultural Theory with the view that one's abilities are flexible rather than fixed. This progress could be attributed to many reasons. Firstly, during the eight weeks of treatment, the learners used to listen to their teacher and speak daily. Such listening and speaking opportunities can be said to have enhanced the learners speaking ability in an effective way. Secondly, the daily pair and group work used for the learners provided them with opportunities to speak most of the duration of English period. As a result, they became more confident and more willing to speak the target language.

As for the second research question questioning “Is there any significant difference between the effect of collaborative assessment and dynamic assessment on extrovert EFL learners’ speaking?” , the data revealed that the extroverts in collaborative assessment group with a mean of 22.43 had outperformed all other groups followed by introvert dynamic assessment group whose mean equaled 22.11. The least score was 18.10 which belonged to extrovert dynamic assessment group. And the introvert collaborative assessment group had the second lowest mean score of 18.53.

Since many SLA theorists present the opinion that extroverts are better language learners in general, and more proficient than introverts in speaking in particular (Bush, 1982; Dwale & Furnham, 1999).

Based on the third research question which was “Does collaborative assessment have a significantly different effect on introvert and extrovert EFL learners’ speaking?” , the data by looking at the Table 4.17 and with an ($F=1.96$, $p=.660$) the assumption of equal variances was observed, therefore the first row of the Table was considered. A ($t=9.029$, $p=.000$) proved the significant difference between the two groups. It showed the extrovert students whose speaking had more improved with collaborative assessment. Extroverts –regarding to their personality traits- had preference for the communicative atmosphere that made that possible. They favored studying in pairs and groups whereas introverts preferred the traditional classroom. Latragna (1997) indicated similar findings, where he found that the students in his study had more preference for a nontraditional learning style and student-centered instruction. So, based on the statistical analysis of the data which was done for the comparison between the posttest of the groups of extrovert and introvert, it can be concluded that extrovert students who were exposed to collaborative assessment showed more improvement.

Regarding the fourth research question “Does Dynamic assessment have a significantly different effect on introvert and extrovert EFL learners’ speaking?”, the findings from the table 4.18 are clear that the introverts in the dynamic assessment group had a higher rank of 43.73 in comparison to the extroverts’ rank of 17.27. It is undeniable that the personality traits are attributed to communicative activities, which resemble real life and promote speaking.

This study also revealed that use of collaborative learning/assessment was highly effective to enhance extrovert learners’ speaking proficiency. The main reason for this enhancement in the learners’ speaking proficiency seems to be largely due to interactive process of collaborative learning. That is to say, such learning techniques created an atmosphere in which the learners were enabled to interact with each other more effectively and improve their self-correction. This interaction, in turn, led to the betterment of their speaking. However, quite the reverse, the result indicated that application of dynamic and collaborative learning promoted the introvert learners’ too.

The results are in line with Gan’s (2008) study which revealed that the extroverts demonstrated more active participation in the assigned assessment task, and the extrovert’s speech generally demonstrated a higher level of accuracy and fluency. Dewale and Furham’s (1999) study of the relationship between extroversion and speech production in assessment situations revealed that

extrovert bilinguals were more fluent than introvert bilinguals, especially in interpersonally stressful situations.

What sounds even more remarkable is the fact that they can do so ignoring their ever haunting ghost: fear of making mistakes. In addition to providing learners with a content in a relaxing atmosphere, also allows learners to do so comfortably at their own pace. Collaborative learning and assessment are not only an effective tool for use in developing communication and language skills in almost any student population, they are also a valuable way for teachers to connect with their students on a personal level.

The findings of this study strongly support that by practicing both collaborative and dynamic techniques, the students could gain higher awareness of their error and reduce hesitancy in their delivery over a period of time. That is to say the superiority of extroverts over introverts in learning second language speaking proficiency. As was hypothesized by Berry (2007, p. 23) “extreme extroverts and extreme introverts perform differently on the degree of extroversion present in the individual”.

CONCLUSION

The comparison between mean scores’ differences, revealed that there is a significant difference between the speaking proficiency of introvert and extrovert learners who were exposed to collaborative and dynamic assessment. Therefore, the null hypotheses of the study were rejected. The finding, indicates that the practice of collaborative and dynamic assessment can safely be incorporated into the EFL classroom in order for the speaking proficiency to be boosted to a large extent in extrovert and introvert students, respectively. The use of DA and CA can provide EFL learners with the avenue of speaking in the communicative context in which they are involved. It means when we conduct DA, we should “find routes to move the learner to the next level of development” (Haywood & Lidz, p.41). DA rests on a considerably more open ended assumption regarding the stability of learners. This assumption considers the assessment of current functioning to be something that Vygotsky (1978) referred to as yesterday’s information.

Moreover, building a culture of relational trust will ensure that teachers feel safe to share their ideas, experiences, and opinions. Some research told us that highly effective schools have strong relational trust among all stakeholders (Fullan, 2001). A major aspect of relational trust is the practice of productive assessment, where learners communicate openly. Most modern assessments change into self-assessment or peer assessment (CA). Learners enjoy looking at the work of their peers and assessing it. They also can develop a better understanding of their learning process by assessing themselves. According to Jones (2010), learners should have a clear-cut outline of the goals they are moving towards. CA, one of the technique of assessing, “involves the learners, their peers, and the teacher in thoughtful and critical examination of each learner’s course work” (McConnell, 2003, p.43).

Accordingly, results revealed that the treatment was more helpful to the speaking improvement of the extroverts rather than introverts. The post-test data was analyzed and it ultimately revealed

that, (1) all groups had progressed in their speaking ability after the treatment; and (2) the extroverts in collaborative assessment group had outperformed all other groups followed by introvert dynamic assessment group.

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IJLLALW

LANGUAGE INTERACTIVE IN EDUCATIVE GAME TOOL TO INCREASE MOTORIAL, SOCIAL AND LANGUAGE OF CHILDREN

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ABSTRACT

Educational Game Tools are designed to optimum game functionality and child development. The lack of stimulation from Educational Game Tools caused the shrinking of brain tissue resulting in delays of child development of motor, social and language. The purpose of this research was to produce Educational Game Tool model which will be used as learning media in PAUD / TK to improve motor, social and language of children aged 3-4 years, based on 4-D technique that is definition, design, development, dissemination. The population was 20 teachers and 100 students of Playgroup (PAUD) / Kindergarten (TK) at 10 PAUD / TK Kelurahan Selayang, Medan. The instruments were educational questionnaires and group discussions with teachers. The results of the study showed that Educational Game Tools that had been designed were 1) Educational Game Players boards with background images: schools, playgrounds, homes, markets, places of worship, zoos, bus stations / Train / plane, hospital. 2) Stories with maximal language interaction with children using storybooks that contain educational value and demonstrate. The conclusion from this research was educative game tool not only effectively improves the child's motor, social and language development but also maximizes the interaction between the teacher and the child.

KEYWORDS: *language interaction, Educational Game Tools, child development*

INTRODUCTION

Most children suspected of developmental failure in the personal, social, motor and language sectors were caused by parents rarely giving their child a tool. They tend to let their children develop as they are, even rarely interact and provide stimulation to their children due to the ignorance of parents giving the game tool to their children. Educative games mentioned so because it can stimulate the thinking power of children. Including them is to improve the ability to concentrate in solving problems. In addition, educational toys not only make children enjoy the game but also required to make children to carefully and diligently working on the toy. Psychologists use the term childhood as the age of exploring, age of asking and creative age. Therefore, educative toys play an important role in child growth, especially at an early age.

Competition play is the classic confrontation between two or more people or teams. Examples of Competition play abound such as tennis, football, and boxing. Chance play is based on randomness. Games such as craps and poker are examples as they are mainly based on the luck of a die roll or deck of cards. Mimicry is based on the imitation of objects and people and as such also covers simulations. An example of Mimicry play would be charades or the theatre. Vertigo play is based on body movement as the source of play. Games such as skipping rope or skiing are examples of Vertigo play (1).

Based on the survey, there are 21 the number of early childhood and 8 the number of kindergarten in *Kecamatan Medan Selayang*. From the results of short interviews conducted on 10 teachers of early childhood and kindergarten. 6 teachers assessed the lack of available educational games in their schools and this resulted in a lack of stimulation that could hamper growth and development as well as difficulty in interacting with others. If the child is never given stimulation then the brain tissue will shrink so that the brain function will decrease. This is what causes the development of motor, social and language children obstructed. However, teachers have recognized the importance of educative game tools and pay attention to the usefulness of game tools and the kind of game tools that age children fit. Educational game tools provided to stimulate motor development in children through play activities that use educational game tools, the child's emotions aroused emotionally good, social development, improve child creativity, cognitive development and the development of sensory and motor. Therefore the researcher aims to develop model of Educational Game based on 4-D technique to improve the motor, social and language development of children aged 3-4 years.

Kindergarten Institution as a place of care for children, not just eating, drinking or babysitting, but can be developed to optimize the brain. Child care should be inspired more broadly from the notion known so far. The concept of parenting that in fact is an early age child should pay attention to the psychosocial stimulation process. Each child reaches the peak of experience will generate electricity in the brain that stimulates the growth of new synapse and dendrites, and ultimately will improve the quality of the brain. Therefore, early childhood and kindergarten in providing play opportunities need to classify the types and forms of games appropriate to the age of the child. That is, in choosing the game should early childhood education institutions that are early childhood and kindergarten is not selected but must pay attention to the educational elements contained in the game. If the selection of the game equipment does not fit with the age stage of the child then the child will have difficulty to achieve optimal growth and development.

METHODOLOGY

The method of this research was the development of educational games model with 4-D technique done in 4 stages: Define, design, develop, and disseminate through questionnaires to 20 PAUD / TK teachers and 100 PAUD / TK children at *Kelurahan Selayang, Medan* 2017. Data collection was conducted by observation, interview, and focused discussion, while data analysis was done qualitatively. The purpose of this research is the result of effective educational games model to develop of motor, social and language skill of children aged 3-4 years. The use of

educational games was model by children for 2 months, 1-2 hours every day. The researchers measured motor, social and language skill of children aged 3-4 years.

RESULTS AND DISCUSSION

Effectiveness of Educational Game tool to Improving Motor, Language and Social Development of 3-4 Years Old

The Effectiveness of Educational Game tool to improving the Motor, Social and Language Development of 3-4 Years Ages, research is done using experimental quasi and tested by t-test. The result is as follows:

Table 1: Relationship of Educational Game Equipment to Develop of Motoric, Social and Language Child 3-4 Years

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Sosial Sebelum	99,530	99	,000	68,290	66,93	69,65
Sosial Sesudah	192,423	99	,000	77,630	76,83	78,43
Motorik Sebelum	106,967	99	,000	63,660	62,48	64,84
Motorik Sesudah	176,878	99	,000	77,410	76,54	78,28
Bahasa Sebelum	110,643	99	,000	63,310	62,17	64,45
Bahasa Sesudah	184,223	99	,000	77,260	76,43	78,09

From Table above, it can be seen that Educational Game tools is effective in improving motor development (p value 0,000), social (p value 0,000) and language (p value 0,000) children aged 3-4 years.

Educational Game Board Model

Educational Game Board Model is a tools of interaction between teacher and child, so the function that must be maximized is the interaction, which contains values that need to be taught to children, such as: religious, moral, knowledge, language, social and emotional value. Made of available raw materials and can improve motor, social and language students. Development of motor aspects: recognize and demonstrate activities and objects. Development of social aspect: recognize the role and value value. Development of language aspects: know the voice, words, use the sentences correctly.

Adult user is already familiar with educational games but cannot use them to transmit knowledge to the future generations because the games do not work with later evolutions of the operating system, for instance. Consequently, there are millions of users who wish to interact with classic games in the new hardware media of mobile informatics: iPhone, iPod, PDA, etc, but they cannot do it (2).

Even if general computer science patterns exist and are part of the software engineering process, usage of patterns in eLearning and in educational game design is important to facilitate communication across communities, we suggest different patterns for the design of educational games and relate them to a generic pattern which covers all levels of development (3).

The relationship between the subject and object by means of the artifacts is non-linear as breakdowns occur when the artifacts fail to establish the connection between the subject and the object. The artifact itself might then become the focus of an activity and assume the role of the object. That artifacts undergo modification by individuals who adapt them to their special needs. They call this instrumentalization. Individuals also need to learn how to operate these artifacts effectively in a process called instrumentation: 'Through instrumentalization and instrumentation, that is, the transformations of artifacts and persons, an artifact becomes appropriated and develops into an instrument (4)

The Function of an Educational Game Board Model

The function of an educational game board model are to create playful situations with different children's roles to help stimulate children's abilities, to grow children's confidence so they like to dig something they want to go into, to establish a positive self-image of a child so that it can interact socially with friends and others, to provide a stimulus in the formation of child behavior, to developing the language skills of children because there is a dialogue of the characters played by the doll, to gaining knowledge of the things that are conveyed through the story, to provide opportunities for children to socialize, communicate with peers, facilitate children develop a harmonious and communicative relationship with the environment around for example with friends.

Toys and games have been provided for boys and girls. While boys and girls play together, and often play the same games, their enjoyment in the games is often quite different. Looking at the same games can shed light on how the minds of each gender are engaged while playing. Educationally, games are used as a vehicle to engage students in the learning process. They are used to drill facts, connect ideas, or help students synthesize discrete knowledge. How each gender uses games in the learning process can have an impact on the learning which will take place. (5)

One way to help children get their message across successfully is to make a list of some of the school-based activities, people and specific vocabulary the child with a speech impairment might talk about when at home, but which would be hard to interpret. This can be updated via a home-school diary, described below, but basic information can be given as soon as the child enters a new class. Beside each item you might write how the child pronounces that word (6).

How To Use

This educational game board model is a set of educational game tools that are played in schools with the role of teachers and children. Master's Role: as Facilitator: The child is an active learner, so the teacher as a facilitator who directs children's play activities, and produce maximize the ability of children. As Motivator: Early age is the age of learning, so when a child finds failure,

disappointment, then the teacher's role as a motivator, will give encouragement or encouragement when the child faces difficulty and failure to play and interact. As Behavioral model: Early childhood is a child of learning age who knows and imitates and relies on a more mature person, thus requiring a good behavioral model. To that end, the teacher must be an independent figure and an example for the child. As Observer: The teacher is an observer in the interaction of the child, so the teacher should be involved in the child's play activities. An observation of child behavior can be an important note for knowing and developing children's abilities through educational play.

Child Role are the child plays on his own volition, voluntarily so that the child feels free in his playing activities and Children play actively, both physically and mentally.

Emotional intelligence has five main domains: 1. Knowing one's emotions: being self-aware. 2. Managing emotions: handling feelings in a way that is appropriate. 3. Motivating oneself: stifling impulsiveness, delaying gratification, being able to get into the 'flow' state that characterizes productive and effective people. 4. Recognizing emotions in others: empathy. 5. Handling relationships (7).

Educational Game Board Model Components

The components of educational game board model : board and story book. The base pad educational game board model is a pictorial board where the story is played. This board contains places that are important to know the child, so that children know what happened and the role that is played in various places. With various images and colors, this board shows a reality-like situation, so the child knows the shape. Story book contents of Each of the story spots contains the values that children need to introduce, as well as the child's motor, social and language exercises in their role in the story: to know the different animal characters (zoo spot), to recognize the scope and activities of the home and the responsibilities of the child (house spot), to getting to know others in school and the importance of cleanliness as a student's obligation (school spot), to Know the ideal and not arrogant in making friends (playground spot), to recognize the type of fruits and their benefits for students as well as courtesy in buying something (market spot), to recognize the type of place of worship of mutual respect with different religions (House of worship spot), to Know the type of transportation and respect for the parents (Bus / train/ plane Stations spot), to recognize the scope of the hospital and care for the sick (hospital spot).

3-4 years old is a stage where self-esteem and confidence need particularly careful nurturing. As children's physical, language and social abilities grow rapidly they need constant support, recognition and praise. They want to be more self-sufficient but feel frustrated if their skills fall short and things don't work out. They may develop a heightened need for routines and demand for them to be followed rigidly, becoming upset or angry if a detail is changed or omitted. They play imaginatively and cooperatively with other children, becoming increasingly aware of their connection to, and relationships with, other people (8).

CONCLUSION

Educational Game Board Model is very effective for improving the child's motor, social and language as it is created and designed to the needs and purposes of the user. Research in Tuming to find out how the role of communication used by teachers in teaching and learning process, is produced as follows: first, Overall the role of interpersonal communicative teachers in improving children's knowledge is concluded quite well. Second, The language used by teachers is very appropriate in communicating with their students. Third, Non-verbal communication by teachers in interacting with their students is by using movement, additional objects, gestures, faces and facial expressions, varying symbols and intonation of sounds. Fourth, The message conveyed in the teacher's interpersonal communication with the students is more to the concept of the lesson as well as the motivation to the students to more quickly understand what the teacher means.

The practice of teaching is different from the subject matter and teaching strategies. It relates more to a teaching style, a personal interpretation of what teaching is. It is concerned with how we structure our lessons, how much autonomy we give to our pupils and what messages we give out to our pupils in our practice of teaching. The way we appear, the role that we play and model, and the feelings and emotions that we demonstrate are all part of our practice of teaching. The technical side of teaching also needs to be considered. We must make sure that our practices are educationally sound. This category of reflective focus therefore covers a large range of elements (9).

Causes of speech impairments are: in some children there is a strong family history of speech and language and reading difficulties, so for these children there is likely to be a genetic component. Some children may have suffered from intermittent hearing loss in infancy and early childhood, which might influence speech development. Children with a limited range of sounds in their babbling patterns are sometimes slow to develop speech. Children with delayed speech development may also have delayed language development. In these cases the child's overall development of speech and language is slow, so their speech patterns might be aligned with their level of language development. These children may need a language programme to help them progress. Environmental factors such as lack of stimulation can have an effect in delaying speech and language development, but the child will not usually have a severe speech impairment unless they have been extremely deprived or there are other influencing factors such as those above (6).

Because of the limited range of speech sounds in the speech of three-four year olds, and the missing sounds, words are not easy to distinguish. This doesn't matter too much, however, because at this point in speech and language development children usually have a small and predictable vocabulary. They say the important words needed to communicate, utterances are short and the same words and word combinations are repeated often. Taken from the speech sample of a child aged two years, the child is not using grammatical elements such as verb endings, plurals and words like 'the' and 'a' because they are at an early stage of language, as well as speech development (10).

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Figure 1: Educational Game Board



Figure 2: Educational Game



Figure 3: Cover Manual Educational Book

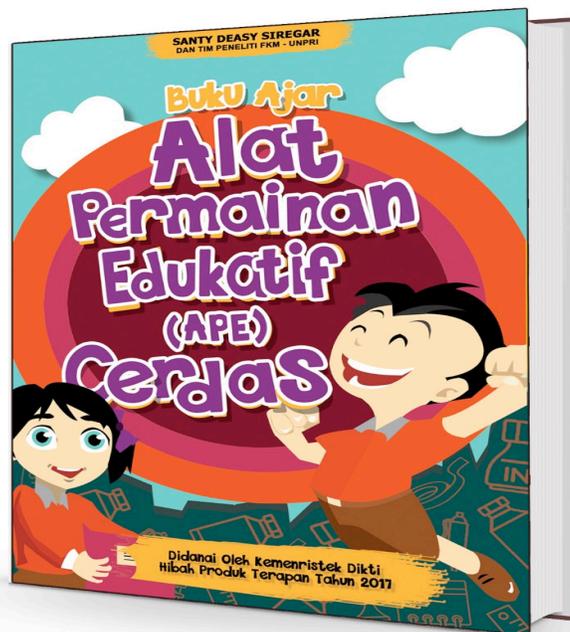


Figure 4: Complementary Toys



TEACHING READING COMPREHENSION THROUGH RECIPROCAL TECHNIQUE AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI 4 SIBORONGBORONG

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ABSTRACT

Dealing with learning English, students are always faced by English reading text at school, but they have some problems within. To acquire the students' reading comprehension is needed to stimulate the students' mind and corrective feedback. Thus, in this study, researcher will try to apply reciprocal teaching technique. This technique is aimed to find out whether teaching reading through reciprocal teaching technique can solve the problem and can improve students reading comprehension. Then, the researcher collected the progression result of students' score and participation in process of learning reading descriptive text at VIII⁵ at SMP N Siborongborong In this study, the researcher conducted the learning process in reading through reciprocal teaching technique by CAR. It focused Arikunto (2006:2) Design: Planning, Acting, Observing, and Reflecting. Based on the research results, the comprehension of students in the text through reciprocal teaching technique has improved, in the result of test II in the second cycle gained 35 students who passed the KKM or 81.08% students and derived mean score is 72.57. In addition, students' responses to learning are generally positive. Based on these findings can be concluded that the application of the reciprocal teaching technique can improve students' reading comprehension of grade VIII of SMP Negeri 4 Siborongborong.

KEYWORDS: *Reading comprehension, Reciprocal technique.*

INTRODUCTION

Based on the reality, most of the English test items contain those reading texts. It means that, if the students do not understand about the text in a test, they will be difficult to fulfill the passing grade. For instance, on test items of National Examination year 2010, in which contained more than five texts that have various genres such as narrative, descriptive, procedure, report, and recount. In this sense, students must have a good reading skill to fulfill the passing grade. On the other hand, the problem appeared during the teacher will reading the text, the students just listened and repeated the teacher's reading but they did not understand what will convey in the

reading text that read by the teacher. After finishing read the text, the teacher had the students translate the text, only a few students came to the teacher's desk and asked the difficult words, but not for others. They would rather talk with their friends than finish their task. In this case, between students and teacher did not integrate their understanding about text collaboratively in the classroom. Those problems are barrier for students to teaching their reading skill. Thus, based on the reality, the teachers will need a new strategy of learning reading text activity in order to students become active, enjoy and comprehend about the main point of reading text. In teaching reading in SMPN 4 Siborongborong, there are so many types of texts learned as stated in their own KTSP. Those are narrative, descriptive, recount, anecdote, report, and procedure. In this study, the writer focuses on descriptive text because based on the test result they got difficulties to comprehend a text consequently almost students get low score.

LITERATURE REVIEW

Reading Comprehension Skill

Reading comprehension is the activity when the reader's brain, the text, and the reader's eyes can engage strongly to build a connection. Next, this condition makes the reader studies about what she/he reads and remembers about it. In this notion, Mikulecky and Jeffries (1996) divided into ten parts.

1. Scanning

Scanning is the high- speed reading. The reader has information that she/he need it earlier after that she/he skip the unimportant words.

2. Previewing and predicting

Previewing means the reader look and find out information at book's cover. In this condition, the reader will have a prediction and then make some "educated guess "about this book.

3. Vocabulary Knowledge for Effective Reading

The strategy if the reader does not know the meaning of vocabulary is trying to guess what it means. It can be connected by the sentence surrounding the word.

4. Topics

Finding the topic of the passage is the others strategy to read for meaning. It gives an advantages to use a question the topic the text are reading about such as what is general idea?, What is this?

5. Topics of Paragraphs

In a paragraph contain sentences that have same aspect related to the text.

6. Main Ideas

The main idea of a paragraph gives the reader topic of author's idea. The expresses always appears in a complete sentence include the main idea and the topic.

7. *Pattern Organization*

Mickulecky and Jeffries classified four common patterns while reading comprehension they are, first, list of related ideas, sequence, comparison/contrast and cause effect.

8. *Skimming*

Getting the general sense of passage or a book fast could save the reader's time`

9. *Making Inferences*

Some reading passages do not stated the topic. There for, the reader has to make the inference by guessing and finding the clue.

10. *Summarizing*

Summarizing from the important keys points is to retell of a reading text and to make shorter from.

The Reciprocal Teaching Technique

Before implementation of reciprocal teaching technique, it is necessary to know how the reciprocal teaching technique is. Based on Farris's (2004) description, she stated that: Developed by Annemarie Pallincsar and Ann Brown (1984), reciprocal teaching is one of the most carefully researched, prominent strategies. In this cooperative learning procedure, the teacher and the students work together to develop an understanding of the text. There are four thoughtfully integrated comprehension strategies at the core of this approach, prediction, questioning, seeking clarification, summarization. It means that, reciprocal teaching technique is a process to comprehend text by using four steps which is done by the teacher and the students to build their speculation about the text.

Meanwhile, Cambridge Advance Learner's Dictionary defines 'reciprocal' as "a reciprocal action or arrangement involves two people or groups of people who behave in the same way or agree to help each other and give each other advantages." In other words, reciprocal is regarded as an interaction between two people or more gain same purpose cooperatively. Meanwhile teaching derived from word teach, it is defined as "to give someone knowledge or to train someone." In this sense, reciprocal teaching means an activity consist of two people or groups by giving or training them to reach the same perspective.

METHODOLOGY

Data and Source of Data

Population Suharsimi Arikunto (1998: 115) states that population is the whole subject of research. The population of this research was taken from the grade VIII of SMP Negeri 4 Siborongborong. There are five classes of SMP N 4 Siborongborong, they are VIII¹(36 Students), VIII²(36 Students), VIII³(37 Students), VIII⁴(36 Students), VIII⁵(35 Students). The total numbers of the students who become population are 180 students.

Data Collection

The instrument of data collection in this research are: (1) reading test by descriptive text, (2) observation sheet that was prepared to take note of the situation and the problems that was come during the teaching and learning process, (3) questionnaire sheet that was used to know the students' opinion about descriptive text by using reciprocal teaching.

RESULT AND DISCUSSION

Based on the calculation the students mean score and the class percentage, the interpretation of the data result among the orientation test, the test-I of cycle I and test-II of cycle II as following: Before implementing CAR, student's mean score of the orientation test is 45,14. Meanwhile, the class percentage of students who pass the KKM is 11,42 %. It can be said that from 35 students, there are only 4 students who pass the KKM (70). Furthermore, the mean score of the test I after implementing reciprocal teaching technique by CAR, there are some students' score improvement from the previous test (orientation test), that is 60,57. Meanwhile the class percentage which pass the KKM in test- I is 28,57 %. It shows there are 10 students who pass the KKM and other was still under KKM. That condition could not achieve the target yet of success CAR, because the criterion of action success at least 27 students who must pass the KKM. That is why the researcher continued to the second cycle.

After calculating the result of students' score test II, The mean score in the test of second cycle is 72,57. Meanwhile the class percentage that passes the KKM is 85,57%. It means that, there are 30 students whose score pass the KKM and there are 5 students are still under the KKM. The class percentage shows some improvement 70.00 from the pretest (11,42%) or 85.57% from test I. the test II of the cycle 2 has fulfilled the target Classroom Action Research (CAR) success, that is above 75% students could pass the KKM. Automatically that the Classroom Action Research (CAR) is success and the next cycle is stopped.

CONCLUSION

Viewing the result of the classroom action research in which was held in VIII⁵ class of the SMP N 4 SIBORONGBORONG in academic year 2015/2016, it can be concluded the students could improve their reading comprehension through reciprocal teaching technique. To improve the students' reading comprehension of descriptive text, the teacher and the students work cooperatively by the four steps, those are predicting, questioning, clarifying, and summarizing.

Limitation of the Study

The writer only focuses this study on reciprocal teaching to improve students' reading comprehension. Then the writer focuses on reading comprehension on descriptive text. In addition, the writer applies her study in a classroom action research

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DEVELOPING ENGLISH MATERIALS FOR STAKPN STUDENTS

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ABSTRACT

This study focuses on developing English materials for STAKPN students. The aim of this study is to develop English materials which are relevant to theology students' needs of STAKPN. This study was conducted by applying the three phases of ADDIE instructional design model. They are including analyze the students needs by doing needs analysis, design the learning objectives and write the syllabus, and develop teaching learning materials. The data of this research are from students' questionnaire, and conducted interviews to students, institution, alumni, and user. These questionnaire and interview are constructed based on target and learning needs framework. The result of this study shows that theology students need English materials appropriate to theological context. The new materials are developed to get the authentic materials which taken from The Old Testament and The New Testament. These learning materials consist of 13 chapters. The chapters follow the same format which is consist of three parts namely; a) pre reading, b) during reading, and c) post reading (vocabulary strategy, understanding the text and discussion). The purpose of pre-reading question is to activate the students' prior knowledge related to text and to help the student in understanding about the reading topic. Students are introduced reading skill strategy such as: previewing article, scanning, understanding topic, previewing first sentences, understanding the main idea, understanding paragraph topics and main ideas, making prediction and skimming before they read the text. These reading skills will assist them to comprehend reading text. Furthermore, after reading each text, students are presented reading comprehension activity. The purpose of this activity is to check students' reading comprehension. It is in the form of multiple choices, true/false, or sequencing. Then, vocabulary strategy can help students to determine the meaning of new word without using their dictionaries. They also can understand the general idea of a text without understanding every word in the text. In addition, all chapters have discussion activity in small groups or class discussion to help them to share information of text with other students. This activity will encourage students to express their opinions and ideas related to issues in the text.

KEYWORDS: developing, English materials

INTRODUCTION

English is one of compulsory subjects should be learnt by students of seminary college. The very basic reason for them to learn English can be traced back from the statement found in Holy Bible particularly in Matthew 28:19. It states "Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit" (New International Version

Bible). This is the great commission of christianity as the instruction of God to his disciples that they should spread his teaching to all nations in the world. It has become a doctrine in Christian theology emphasizing ministry, missionary work, evangelism, and baptism. So, this mandate due to theology students who want to spread God's word all over the world.

In addition, students of seminary college who are taking English course are expected to have English skills i.e. listening, speaking, reading and writing relates to their field study. They are hoped to be able to communicate in written and spoken English namely; writing and delivering a preaching, reading reference books especially theology books which are written in English as the source of learning in order to develop their knowledge related to their major subjects. So, it is important for seminary students to have ability in speaking, reading, and writing since many biblical, theological, and ministry resources are in English.

Unfortunately, this expectation is hardly found on *STAKPN* students' mastery of English. *STAKPN* stands for Sekolah Tinggi Agama Kristen Protestan Negeri is one of education institution under the auspices of Ministry of Religious Affairs of the Republic of Indonesia. It has four majors including Theology, Christian Religious Education, Christian Pastoral Counseling and Church Music. Based on researcher's observation it is found that *STAKPN* students' achievement both performance and competence in English are not yet satisfactory even though they have learned English in two semesters. Thus, the researcher would like to conduct a study for *STAKPN* theology students to find out the cause of their failure.

However, there are some aspects which are possible to contribute to this poor condition such as: irrelevant materials, teaching strategy and failure in managing students' motivation. English lecturer usually teach their students by using available textbooks which is not suitable with students' field study due to learning materials shortage which are suitable with students' needs and their field study. S/he also select materials based on her/his own judgments and ignore students' level language mastery. So, developing teaching learning materials for ESP is more needed because the limitation of ESP materials in public. Materials selection, adaptation, or writing is an important area in ESP teaching, representing a practical result of effective course development and providing students with materials that will equip them with the knowledge they will need in their future carrier. For these reasons, it is necessary to conduct a study which is intended to design English materials for seminary students.

In relation to background of study which has been mentioned previously, the problems are formulated as follows:

- 1) What English material is suitable for theology students of *STAKPN*?
- 2) Why English materials should be developed for theology students of *STAKPN*?

Definition of ESP

English for Specific Purposes (ESP) is a branch of English teaching and learning. It had emphasized the learners' abilities to use language as a tool for communication and concerned with the learners' needs.

Hutchinson and Waters (1987, 19) define ESP as follows: ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. Understood properly, it is an approach to language learning, which is based on learner need. The foundation of all ESP is the simple question: Why does this learner need to learn a foreign language? ...ESP, then, is an approach to language teaching in which all decisions as to content and method are based on the learner's needs for learning.

Furthermore, Robinson (1991: 3) defines ESP based on two criteria: 1) ESP is normally 'goal-directed', and 2) ESP courses develop from a needs analysis which aim to specify what exactly it is that students have to do through the medium of English, and a number of characteristics which explain that ESP courses are generally constrained by a limited time period in which their objectives have to be achieved and are taught to adults in homogenous classes in terms of the work or specialist studies that the students are involved in.

In addition, Dudley-Evans and John (1998:4) define ESP as absolute characteristics, where a) ESP is designed to meet specific needs of the learner; b) ESP makes use of the underlying methodology and activities of the disciplines it serves; and c) ESP is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities and variable characteristics, where; a) ESP may be related or designed for specific disciplines; b) ESP may use, in specific teaching situations, a different methodology from that of general English; c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; it could be used for learners at secondary school level; d) ESP is generally designed for intermediate or advanced learners; and e) Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

Needs and Needs Analysis

Needs

Widdowson (1981 cited in Robinson) needs can refer to the students' study or job requirements, that is, what they have to be able to do at the end of their language course. This is a goal-oriented definition of needs. It is perhaps more appropriately described as objectives.

Robinson (1991:7) claims that needs may refer to what the learners themselves would like to gain from the language course and these are personal aims in addition to (or even in a opposition to) the requirements of their studies or jobs.

Needs Analysis

Richards (2001:51) states that one of the basis assumptions of curriculum development is that a sound educational program should be based on an analysis of learners' needs. Procedure which is used to collect information about learners' needs are known as needs analysis. It was introduced into language teaching through the ESP movement.

Robinson (1991: 3) explains that 'an ESP course is based on a needs analysis, which aims to specify it is that students have to do through the medium of English.' An ESP course is a purposeful course that is aimed at the successful performance of educational roles. The analysis

of learners' needs is the basis of establishing a new course. Learners would learn more easily when they knew what they wanted it for. The learners will have a low motivation which lead to the failure of learning if they do not meet their real needs. It could be claimed that needs analysis is advantageous for ESP practitioners in special purposes program design and is also fundamental to the planning of any language courses.

A needs analysis includes all the activities used to collect information about the learners' needs, wants, wishes, and desires. It is also the process of identifying and evaluating needs of learners. The identification of needs is a process of describing "problems" of learners and possible solutions to these problems. It can be very formal, extensive and time consuming, or it can be informal, narrowly focused and quick. Some of resources for conducting a needs analysis may include surveys and questionnaires, test scores, and interviews.

Target Needs

Hutchinson and Waters (1987:55) state that "target needs is something of an umbrella term, which in practice hides a number of important distinctions. It is more useful to look at the target situation in terms of necessities, lacks and wants".

1) Necessities

Necessities is the type of needs determined by the demands of the target situation, that is, what the learners have to know in order to function effectively in the target situation. In other words, necessities is what the learner has to know in order to function effectively in the target situation.

2) Lacks

Lacks are the gap between the target proficiency and the existing proficiency of the learners. Lecturer also need to know what the learner knows already, so that s/he can then decide which of the necessities the learner lacks. One target situation necessity might be to read texts in a particular subject area. Whether or not the learners need instruction in doing this will depend on how well they can do it already. The target proficiency in other words, needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner's lacks.

3) Wants

Wants are what the learners could be referred to the perception of the need of the learners, which is what the learners wanted or felt they needed.

Learning needs

Hutchinson and Water (1987:61) state that the whole ESP process is concerned not with knowing or doing, but with learning. The needs, potential and constraints of the route (i.e. the learning situation) must also be taken into account, if we are going to have any useful analysis of learner needs. The target needs gives us the starting point and the destination, the learning needs helps us to choose our route according to the vehicles and guides.

RESEARCH METHOD

This study applied ADDIE model as one of instructional design models that could be applied in research and development study. ADDIE is an acronym for Analyze, Design, Develop, Implement, and Evaluate. In the analysis phase, the designer identifies the learners' backgrounds, learners' level of knowledge, learners' expectation from the course, learners' learning problem, learners' need to learn the course, learners' learning style, learners' motivation, interest, and attitude to teaching/learning methods. In design phase the analyze outputs are used to develop learning objectives for the lesson. An outline is made on how to reach instructional goals that were determined during the analyze phase. The develop phase is made up of both the analyze and design phase. The development of the instruction, its content, all medias to be used in the instruction, all learning materials, and any other supporting documentation are created in this phase. In implement phase the actual lesson plan is put into action. The materials developer is ready to deliver the instruction to the learner and materials are distributed or demonstrated to the learners. Implementation refers to the use of materials and to test if the materials are appropriate for the students. In the last phase is where the overall lesson is evaluated. Which consists of two evaluations, formative and summative evaluation.

In this study, the researcher only applied three phases of ADDIE model namely; analyze, design and develop, while implement and evaluate will be applied for further study. The activity was limited to develop process only due to the objectives of the study in determining and developing English materials for STAKPN students based on their needs.

The data were analyzed through the following steps:

1. Needs analysis was done by using questionnaire which was administered to students and interviews which were administered to students, institution, alumnae and user.
2. Designing the syllabus which is purposed to design appropriate syllabus based on the findings of needs analysis.
3. Developing materials which is purposed to develop appropriate materials based on students' needs.

Data Analysis and Material Development

The Analysis of Target Needs

The first part of target needs questionnaire investigated students' needs in learning English course. It was found that 62 or 82% respondents need to learn English in order to support their study in comprehending theology so that their knowledge will increase. It means that there is a significant contribution of English through reading some theological resources written in English. 40 or 53% respondents chose that the activity was dominantly done by them to increase their knowledge in theology was to read some books that related to theological themes. So, they need to master reading skill which chosen by 35 or 46% respondents then followed by speaking skill chosen by 32 or 42% respondents. Next, they would like to learn English in theological domain. So, it is better to learn materials that related to theological context, because these materials will help them to enrich their knowledge in theology. The English teaching materials should be in students level, because most of them use English when they follow the lecture. They usually use English with their lecturer and friends in campus.

The second part of target needs questionnaire analyzed the students' lacks or weakness in mastering English language skills. It was found that 64 or 84 % respondents had a low level of English proficiency eventhough they have learned English more than six years. It was supported that 55 or 72% respondents have learned English since they were in elementary schools. Their vocabulary and grammar achievement were low. These factors made them difficult to master English. So, result of questionnaire indicated that reading and speaking skills are the most difficult skills to be mastered. Where 33 or 43% respondents chose reading as the most difficult skill that should be achieved.

The third part of target needs questionnaire analyzed students' want and expectation. Based on the result of students' lack, respondents realized that they want to improved their ability in reading and speaking skills. By improving their ability in reading, they will able be to read theological resources written in English. Then, it will help them to enrich their knowledge in theology. They also wanted to improve their speaking ability, so that they are able to communicate in English effectively.

The Analysis of Learning Needs

Most of respondents realized that they should learn English in seminary because English is one of compulsory subject. Afterward, the largest portion of the respondents (67%) demanded that the content areas of English should be related to theology. Furthermore, the course materials should be chosen from different sources such as, Holy Bible, sermon, theological journal, church's documents and other materials used in content courses. It was shown that 51 or 67% respondents wanted Holy Bible would be used as sources of course materials. Theological themes became the most dominant topic of learning materials.

Material Development

After conducting needs analysis, then next phase is design. In this phase, learning objectives related to specific skills and knowledge of students will be discussed. Then, identify outcomes that the students have to achieve in learning objectives. Then, the researcher determined standard competence and basic competences after gathered information from students. The destination is the goal and the journey is the course.

Based on the needs analysis proceeded, the instructional outline is constructed to meet students' needs related to theological field. In order to accommodate the students' needs and expectation in learning English so the researcher has chosen learning materials from Holy Bible (The Old Testament and The New Testament) as theological themes. The kind of syllabus that chosen by researcher in this study is skilled based syllabus because the students' language skills refers to the development of syllabuses focusing on reading as one of the four language skills. Then, the researcher wrote the draft of syllabus

Develop is the last phase. It is made up both analyze and design phase. It refers to all learning materials, activities, and tasks. Based on the syllabus, the researcher displayed materials development model. This materials development consist of 13 chapters for one semester. Theological themes were taken from The Old Testament and The New Testament. The chapters

follow the same format which is consist of three parts namely; a) pre reading, b) during reading, and c) post reading (vocabulary strategy, understanding the text and discussion). The purpose of pre- reading question is to activate the students' prior knowledge related to text and to help the student in understanding about the reading topic. Students are introduced reading skill strategy such as: previewing article, scanning, understanding topic, previewing first sentences, understanding the main idea, understanding paragraph topics and main ideas, making prediction and skimming before they read the text. These reading skills will assist them to comprehend reading text. Furthermore, after reading each text, students are presented reading comprehension activity. The purpose of this activity is to check students' reading comprehension. It is in the form of multiple choice, true/false, or sequencing. Then, vocabulary strategy can help students to determine the meaning of new word without using their dictionaries. They also can understand the general idea of a text without understanding every words in the text. In addition, all chapters have discussion activity in small groups or class discussion to help them to share information of text with another students. This activity will encourages students to express their opinions and ideas related to issues in the text.

RESULTS

A sample of new materials

Chapter 1

The Historical Background of The Old Testament

Learning Activities

A. Pre reading:

Answer the questions to activate your prior knowledge related to the passage.

1. What do you know about The Old Testament?
2. What do you think this text is about?

B. During Reading

Previewing Articles

To preview an article, read the title. Find the important words in the title. The important words are usually nouns, verbs, and adjectives. They often start with capital letters. (Blass, 2007)

Read the following title.

The World of Theology

The important words in the title tell you what the text is about: world, theology.

Read the following text.

The Historical Background of The Old Testament

To understand the Old Testament, it is necessary to have some familiarity with the history of the people who wrote it. Judaism is a historical religion, which means that the ideas associated with it were disclosed to the Hebrew people through the concrete events that occurred in that part of the world where they lived during the centuries in which the Old Testament was in the making. It is true that the books of the Old Testament begin with an account of the creation of the world, we

must bear in mind that the narratives dealing with such topics as the Creation, the Garden of Eden, the Fall, the Great Flood, and other events related in the Book of Genesis were never intended to be regarded as an accurate historical account of the entire world process.

The beginnings of Hebrew history are obscure and cannot be known with certainty. It is generally believed that the people from whom the Old Testament eventually emerged came from a group of Semitic tribes known as the Habiru. These tribes inhabited the region referred to as the Fertile Crescent, a strip of land lying between the Tigris and Euphrates rivers and stretching southward for some distance in the direction of Egypt and the Nile River. They are known to have moved about in this territory as early as 2000 B.C. Eventually, some of these tribes migrated to Egypt and lived there for some time, probably for three or four centuries. Apparently, they were initially welcomed by the Egyptians, for the Hebrew colony grew and prospered. But their numbers increased to the extent that the Egyptians became alarmed lest their own security become endangered. An Egyptian pharaoh, in order to protect his people against any further advances on the part of the Hebrews, inaugurated a program of harsh measures toward the newcomers, forcing them into a condition of servitude and slavery. This situation is referred to in the Old Testament as the period of Egyptian bondage. In connection with this period of oppression, we first learn of Moses and his role in bringing about the deliverance of his people. Under his guidance and leadership, the Hebrews were able to leave the land of Egypt — the Exodus — and journey to new territory, where they were to make their home.

The Exodus from the land of Egypt, usually dated as 1250 B.C., marked the turning point in the history of the Hebrew people and enabled them to become a separate nation. It was to this event that the great prophets and teachers of later generations always referred when they recounted the way in which their god — known to them as Yahweh — so graciously dealt with them. The Exodus was followed by a period of wandering in the wilderness, after which the various tribes now known as the Israelites established themselves in the land of Canaan. Those who had emerged from bondage in Egypt were then united with other tribes that had not been involved in the Egyptian oppression, and together they formed the nucleus from which the Hebrew state came into existence.

After leaving Egypt, the Hebrews are said to have spent forty years wandering in the wilderness prior to their entrance into the land of Canaan. The number forty is generally understood to represent a relatively long period of time rather than an exact number of years. Although the settlement in Canaan is described in two widely differing accounts, we can be fairly certain that it required a considerable number of years before the new settlers obtained full possession of the land. During this time, the various tribes were organized into a confederacy, and judges were appointed to rule over the people. In theory at least, these judges were governed by Yahweh, who communicated directly with them. This theocratic government came to an end when the people demanded a king, and Saul was chosen to head the newly formed monarchy. He was succeeded by David, and after David, Solomon, who was the last ruler of the united kingdom. After Solomon's death, the kingdom was divided. Ten tribes revolted and formed what came to be known as the northern kingdom, or the Israelite nation. Because the tribe of Ephraim was the largest and most influential of this ten-tribe group, the new unit of government was frequently

referred to as the Ephraimite kingdom. The two tribes that did not revolt became the southern, or Judean, kingdom.

The two separate kingdoms existed until about the year 722 B.C., when the northern kingdom was overrun by the Assyrian empire. The people were taken into captivity, and their national existence came to an end. The southern kingdom continued until 586 B.C., when it was conquered by the Babylonians, and a large portion of the Hebrew people were forced to live in exile. The Babylonian exile lasted for more than a century but finally came to an end when permission was given to the Hebrews to return to their own land. The Hebrews rebuilt the city of Jerusalem, restored the Temple and its services, and organized their state along lines that had been laid down by the prophets and priests of the exile.

Sources: www.cliffnotes.com

C. Post Reading

1. Vocabulary Strategy: Skipping Words

Skipping words is a useful reading strategy. When you read, you do not need to know word. Decide: Is the word important? If not, skip it. You can often understand the meaning of a sentence without knowing everyword in it. (Blass,2007).

Read this sentence:

The people from whom the Old Testament eventually emerged came from a group of *Semitic* tribes known as the Habiru.

Do you know what *Semitic* is? If not, does it matter? No. You can tell that it is a group of tribes.

Task 1:

Work individually. Read the following sentences from the text chapter 1. Underline the words that you do not know. Can you still understand the sentence? Check (✓) Yes or No.

1. It is true that the books of the Old Testament begin with an account of the creation of the world

Yes No

2. This situation is referred to in the Old Testament as the period of Egyptian bondage.

Yes No

3. The Exodus from the land of Egypt, usually dated as 1250 B.C., marked the turning point in the history of the Hebrew people and enabled them to become a separate nation.

Yes No

4. In theory at least, these judges were governed by Yahweh, who communicated directly with them.

Yes No

5. The Hebrews rebuilt the city of Jerusalem, restored the Temple and its services, and organized their state along lines that had been laid down by the prophets and priests of the exile.

Yes No

2. Understanding the text

Task 2: Work in pairs. Choose the answer for each items.

1. The Old Testament deals with such themes, except
 - a. The Creation
 - b. The Fertile Crescent
 - c. The Garden of Eden
 - d. The Fall
2. The tribe inhabited in the beginning of Hebrews history is
 - a. Egyptian
 - b. Judaism
 - c. Assyrian
 - d. Habiru
3. How long have Hebrews spent their time in wilderness?
 - a. forty days
 - b. forty hours
 - c. forty years
 - d. forty months
4. Who was the first king of Hebrews?
 - a. Solomon
 - b. David
 - c. Saul
 - d. Pharaoh
5. When were Hebrew people forced to live in exile?
 - a. 1250 B.C
 - b. 2000 B.C
 - c. 586 B.C
 - d. 722 B.C

Discussion

Task 3: Work in group. Answer these questions and discuss in small group (3-4 students). Then, share your result to whole class. This will be a speaking presentation to the class.

1. What themes do The Old Testament deal with?
2. Do you think it is important to know Hebrews history? Why or why not?
3. Why did God sent Hebrews to wilderness?
4. Why did Hebrews demand a king?

CONCLUSION

In developing English materials for *STAKPN* students should consider the students' needs and their field study in order to meet the appropriate materials. Based on this study, *STAKPN* students need English reading materials because they want to improve their ability in reading and master reading skill. By mastering this skill will help them to read theological resources which are written in English. So, their knowledge in theology field will be increased. Then, English lecturers are suggested to develop and to create their own materials to use in teaching English course based on students' needs and their field study in theological context.

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BLENDING LEARNING CLASSROOM AND DILEMMAS OF LEARNER-CENTERED PEDAGOGY: A CASE STUDY OF TEACHING ENGLISH TO SCHOOL STUDENTS

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ABSTRACT

Blended Learning is not a novel concept now, although in large part of the world it is still not in practice. Blended learning or flipped classroom model has been largely implemented at higher education centres in developed countries, and the approach has been by and large successful in enhancing student motivation, active student-centred learning and student achievement. Encouraged by those success stories, a few educationists in India have advocated implementation of the model in school education as well. The contemporary education scenario suggests that blended learning is the future of education. Keeping this perspective in view, the researcher conducted an experimental study to investigate whether blended learning is positively related to student achievement at school level, and whether personalised learning climate, one of the aspects of blended learning, is positively related to student achievement. The findings of the study suggest that though BL is positively related to student achievement in English, the correlation is not very significant. Personalised learning climate is not found to positively affect student achievement in English for school students.

KEYWORDS: blended learning, flipped classroom model, prior learning experience, personalised learning climate, student achievement in English.

INTRODUCTION

Learner-centered pedagogy is founded on cognitive constructivism based on Jean Piaget's theory (1936) of cognitive development, which may be understood as a gradual reorganization of mental processes as a result of physical maturation and environmental experiences. Though Piaget's cognitive constructivism emphasises the cognitive process of a child constructing new knowledge based on previous knowledge irrespective of the method of teaching, cognitive constructivist model of teaching presumes that since learners construct their knowledge, learner autonomy should be the goal of teaching (Windschitl, 2002; Wang, 2014; Çakıcı, 2015), therefore, the basic paradigm in teaching instruction in this model is to let learners discover the elements of the

subject of their learning actively by themselves. Digital technology provides the ideal conditions to put cognitive constructivist approach to practice since the current information revolution has placed an unlimited amount of informative academic data at the click of the mouse and learners can go to any extent to discover the things related to the subject of their interest. The boom in the production of smart phones and tabs has provided the learners an easy tool to access this data. The idea and practice of blended learning, that is, the teaching practice that combines teaching methods from both face-to-face and online learning (Kaur, I. 2016, p. 226) has been in vogue even before digital technology opened this door to mass education and MOOCs (Massive Open Online Courses). Sharma (2010), for instance, notes that 'Blended learning' (BL) is a 'buzz' word in language teaching now. However, it has been in use for almost 20 years. Sharma quotes Sharpe et al. (2006) to emphasize that the meaning of BL 'has been constantly changing during this period' (Sharpe, Benfield, Roberts, and Francis 2006: 18). 'Blended Learning' was first used, "in the corporate world to refer to a course designed to allow workers to both continue in the workplace and study" (Sharma, 2010, p. 456). Thus, instead of taking time out on a residential seminar, training was delivered via self-study manuals and videos. In this connexion, Driscoll (2002) comments that BL was in part adopted as a cost saving measure.

But, the boon hasn't come without its banes. Researchers have started reporting several problems encountered by teachers to handle this source of learning in the real classroom situation, while students, especially school students in developing countries like India, are not yet equipped to fully realize the potential benefits through BL. Availability of information doesn't necessarily mean learning. The bookish information, to be imparted by teachers in class, is now accessible - digested, summarized, and for repeated viewing, at leisure. But, does this accessibility really help gain knowledge? The question is still more pertinent when it comes to school students learning a second or foreign language. Some of the problems common to learners at this stage are, distraction, lack of training to use the Internet for academic purpose and lack of proper facilities.

The Objectives of the Current Research

The present research takes off from Zhai et al.'s (2017) study which presumed that learners' prior learning experience and personalized learning climate positively affect their satisfaction with new teaching/learning models, such as flipped classroom and blended learning (p. 200). Zhai et al.'s hypotheses were not fully supported by their research findings, for various reasons. But the major knowledge deficit in the study, which the present study makes an attempt to address, was that they studied the satisfaction level of only higher education students with FCM/BL, whereas encouraged by the success of BL in higher education contexts, BL may be experimented with school students as well, as suggest Shinde and Deshmukh (2012). Therefore, the researcher conducted a small experiment to find out how successful is blended learning in enhancing achievement in English among high school students, who had no prior learning experience but were provided with a personalised learning climate to learn English as a second language.

LITERATURE REVIEW

Blended Learning in India

'Blended Learning' as a teaching approach has been in practice for over 27 years now, though its potentials in language teaching came to be realized after 2010 (Sharma, 2010). Tomlinson & Whittaker (2013) ascribe the use of the concept and the term to Sharma and Barrett (2007) who published their book *Blended Learning* in 2007. The concept was initially used in corporate learning, and then it was experimented with in higher education (MacDonald, 2008). In language teaching, it has come in vogue in the recent past. Stressing upon the point further, Tomlinson & Whittaker (2013) state that, "Although I had first heard the term in late 2003, the publication of this book cemented its place in ELT in my mind" (p. 11). Alison Leithner, a reviewer of the book *Blended Learning*, also notes that "Sharma and Barrett have assembled a guide for beginning teachers and technology users that introduces these supplements to the language classroom" (p. 33)

The concept and the practice are yet to take shape in Indian contexts, and scholars have begun highlighting the potential benefits of BL to both teachers as well as learners. Inderbir Kaur (2016), for instance, lists several positive features of blending in education, such as improved learning effectiveness, extending the learning environment, optimization of development cost and time, optimization in business results, better content delivery in speedy way, making learning more social and more transparent, increased flexibility and personalization of students' learning experiences, increased communication among teachers, enriched professional development, curriculum development, easy management of grades/attendance, and easy tracking of student behavior problems (p. 230-31). Shinde and Deshmukh (2012) endorse Kaur's view as they believe the unprecedented fast growth of blended learning is catalytic to more instructional transformation required and that the approach enhances teachers' roles as facilitators, student mentors and differentiating instructors for individual learners. Also, they say, the strategic uses of technology helps "tap the capabilities of the learning management systems to support a wider range of instructional programs" (p. 2).

Teachers practising BL can make use of a number of supporting online platforms, such as MOODLE (Modular Object Oriented Dynamic Learning Environment) which is an open-source LMS (Learning Management System) that can be freely downloaded from the web (www.moodle.org). Goyal and Tambe (2015) conducted a survey with students on BL and reached the conclusion that the students preferred the approach for its ease of access to the teaching materials, exercises and updated information regarding their course, from anywhere outside of the classroom; availability of all the learning materials in one place; and the facility to rapidly share feedback on their e-communications through online chat, sessions and exchange of e-mails on the course website (pp. 14-22).

The practice of Blended Learning involves flipping the classroom, that is, reversal of students' in-class and at-home activities, which means the events that used to traditionally take place inside the classroom now take place outside of it, and vice versa (Lage et al, 2000; Strayer, 2012; Bishop & Verleger, 2013). In a Flipped Classroom Model (FCM) of teaching students are not the passive recipients of knowledge in the class as in a conventional classroom, but are actively

engaged in constructing knowledge through solving problems, doing exercises and working in groups, etc. (Brame, 2013; Abeysekera & Dawson, 2015). The lessons and the supporting materials are accessed by them online (or offline using memory drives, such as CD Rom, memory sticks, etc.) at home in the form of lecture videos, quizzes, workbooks, and so on. The pre-class activities prepare the learners for the in-class activities.

But, as noted above, a Flipped Classroom or Blended Learning approach involves several pre-conditions to meet to achieve success, which may be hindered for various reasons for both teachers and students (Tu, Hui-Wen, 2016; Ramazan, Y., 2017; Chellapan, L., & van der Meer, J., 2016; Asef-Vaziri, A., 2015). McNally, B. et al. (2016) claim that despite the huge popularity of flipped classroom, "the effectiveness of the teaching method in obtaining greater engagements and learning outcomes is currently lacking enough empirical evidence to support the claims" (p. 281). The researchers observe that not all students react the same way to the introduction flipped classroom teaching strategy and there are many who resist it. Kim, Jeong-eun, et al. (2017) observe that flipped classrooms can effectively promote higher-order thinking leading to student satisfaction with the strategy, and the researchers' findings are endorsed by other studies as well (Hoffman et al., 2014; Sajid et al., 2016; Beaty & Albert, 2016; Doman & Webb, 2016; Lee & Wallace, 2017; Elmaadaway, 2017), yet there are several issues with FCM/BL that still remain unanswered and need further investigation. First, all of these previous studies discuss the success of BL and student satisfaction with it at higher education level and ignore school education. Second, in a developing country like India introduction of BL at school level causes a social rift since not many students can afford a PC and an uninterrupted Net access. Third, students are not generally trained in the academic use of the Net, so they face much distraction and waste of time. Taking such issues into consideration, Cutrell, E. et al (2015) opine that complete replacement of teachers by technology in class is next to impossible, blending online and in-person instruction is more likely to succeed in developing regions such as India.

RESEARCH QUESTIONS

To test the stated hypotheses, the present research was designed to answer the following research questions:

RQ 1: Is blended learning positively related to high school students' achievement in learning English as a second language, even without them having prior learning experience?

RQ 2: Is personalised learning climate positively related to high school students' achievement in learning English as a second language?

HYPOTHESES

Based on the objectives of the present study, the researcher framed the following hypotheses:

H1: Blended learning is positively related to student achievement in learning English as a second language, even without them having prior learning experience.

H2: Personalised learning climate is positively related to student achievement in learning English as a second language.

ASSUMPTIONS

A few assumptions have been made to arrive at the hypotheses stated above, as follows:

Assumption 1: It has been assumed that conventional classroom teaching of a second language, such as English, doesn't provide the learners enough freedom to learn at their own pace with cognitive involvement, whereas cognitive constructivism is required to effectively grasp the elements of the target language.

Assumption 2: Students in schools are generally passive recipients of knowledge in the teacher-dominated conventional classroom.

Assumption 3: Language learning needs active involvement of learners, such as makes them practice the language in the classroom more. Therefore, in-class activities must be targeted at solving problems, doing exercises, and working in groups to put the language to as much practical use as possible.

Blended Learning method provides more autonomy to learners to learn the lessons at home and prepares them for the in-class practice.

METHODOLOGY

Mixed methods research methodology has been used to conduct the present research. Quantitative method has been employed to collect and analyze numerical data through questionnaire and pre- and post-tests, while qualitative research method has been employed to collect and analyze the data through the survey format. Mixing of methods has occurred at certain levels of data analysis and interpretation. The following sub-sections provide further details on the elements of the chosen research methodology.

Participants

The present research study was conducted with High School students enrolled at a private school in Kashmir Valley in India, learning English as a second language. A total of 100 students (50 girls and 50 boys) were randomly selected to participate in the study, ranging between 15 to 16 years of age. These students were not fully conversant in English, but were comfortable with audio-visual data presented in English and were able to fully comprehend the presented information through audio-visual method, primarily pictures, video clips, reading passages and sound files. They were fully conversant with the use of electronic gadgets, such as laptop computers and tablets to access information and respond to questions online, working with MS Word documents, typing, saving and accessing the documents at a later date and were able to use a password and log-in for file retrieval.

Materials

The students were provided with blended learning resources – Tablets, Internet access, online English lessons (lectures, video clips, sound files, pictures, and pronunciation practice). The exercises based on the given lessons were solved in the class with the teacher leading the class.

Data Collection: Instruments

Data for the study were collected using three different instruments – (i) a questionnaire that measured students' satisfaction with the pre-class and in-class activities in BL, (ii) a survey format that collected students' preference for BL based on their experience with experimental blended learning, and (iii) pre-test and post-test that measured students' achievements in English at the end of experimental BL classes.

The questionnaire and the survey format were adapted from McNally et al. (2017). Major changes were made in the questionnaire to suite the research requirements, adding two questions in the section on pre-class activities and altering the questionnaire rubric. No changes were made in the survey format. The pre- and post- tests were constructed by the researcher himself. The tests were modelled on the annual student achievement tests conducted by Jammu and Kashmir Board of Secondary Education.

Validity and reliability coefficients of the modified questionnaire were tested using Cronbach's Alpha calculations. For pre-class activities (6 items) and in-class activities (6 items), the obtained Cronbach Alpha values were 0.81 and 0.82 respectively, which were significant (.60 is the common acceptable value of Alpha to validate internal consistency and reliability of test items). The survey format was adapted from the previous study (McNally et al., 2017) with making any modifications, so, there was no need to check its validity and reliability coefficients.

Validity, reliability and clarity of the pre- and post-tests were established through repeated checking of the tests by reputed scholars and professors at the researcher's university. Moreover, the tests were based on the exact format used by the state board of secondary education to conduct annual achievement tests for school students.

Procedure

The selected group of students were administered pre-test to ascertain their level of knowledge in English. Pre-test consisted of grammar, vocabulary, understanding meaning from context, reading comprehension, writing, and listening comprehension. Total 100 marks. The test was administered to all 100 participants. After pre-test the participants were divided into two groups – experimental group and control group, 50 participants in each group. Experimental group participants were taught English through Blended Learning method for two weeks (12 days of teaching), whereas control group participants were taught the same contents in usual conventional method. BL participants were not taught any lessons in class, rather they were provided with CD Rom of lessons taught by a subject expert in virtual classroom, and guided to access this material at home. The lessons were supplemented with relevant pictures, video clips, and quizzes. The participants were not given any training to access the pre-class activity materials to prepare for the in-class discussions, or to find relevant materials online and to browse the Internet for beneficial academic purpose. They were left free to create their own personalised learning climate on the assumption that they were aware of the ways to browse the Internet and find relevant resources online.

At the end of experimental teaching, the participants were handed over the questionnaire and the survey format. It took them less than 30 minutes to return the filled-in papers. Both, the experimental group and the control group participants were administered post-test. Post-test, like pre-test, was also based on grammar, vocabulary, understanding meaning from context, reading comprehension, writing and listening comprehension. Total 100 marks.

Activities Expected of BL Participants

Pre-class activity: Watching a 15 minute video lesson on the given topic and prepare questions, responses and presentation plans for the in-class activities based on it. If required, browse the Internet to search for relevant materials. In-class activity: Solving exercises based on the topic, presentations, peer-reviews and group discussion.

Data Analysis: Statistical Analysis

SPSS (version 12.0) was used to carry out statistical analysis. To answer the first research question, students' achievement marks in pre-test and post-test were compared to ascertain students made progress in learning English, and then the post-test marks obtained by experimental and control group participants were compared for any differences in their achievement. To further clarify the point, a t-test analysis was carried out.

Regarding the research question two, a t-test analysis was carried out to compare students' preferences for, or resistance to, Blended Learning. The obtained results were associated with students' achievement in English to evaluate the relationship between personalized learning climate and students' achievement in learning English.

RESULTS AND DISCUSSION

An overview of descriptive statistics of the variables used in the study, *viz.*, students' attitude towards pre-class activities, attitude towards in-class activities and students' achievement in tests in English, is presented in table 1. The table also shows the reliability scores for internal consistency of test items in the questionnaire.

Table 1: Descriptive statistics and reliability coefficient for variables used in the present study

Variable	Items	M	SD	Min	Max	Reliability ^a
Pre-class attitudes	6	3.14	0.56	1.00	5.00	0.81
In-class attitudes	6	2.93	0.21	1.00	5.00	0.82
Achievement marks:						
Pre-test (Entire Group)	72.5	6.43	60	88		
Pos-test						
(a) Experimental Group	81.86	8.23	60	98		
(b) Control Group	74.4	6.95	60	91		

^a Cronbach's alpha

Blended Learning and Student Achievement in English

A cursory glance at the table display reveals that there is a difference between the pre-test/post-test marks of students, indicating the progress made by students. Although there is some difference between the post-test achievement marks of the two groups, the difference is very slight, therefore, the results are not highly significant to determine that BL is found to be positively related to high school students' achievement in learning English as a second language. Thus, BL can be associated with better student achievements in English, but the correlation is not very strong for school students.

Personalised Learning Climate and Student Achievement in English

Table 2 presents an overview of the descriptive statistics and percentage response rates for students' preference for, or resistance to, blended learning (item-wise). The higher response rate for a particular item shows students' preference for it. The results show that out of eight aspects of blended learning, students preferred only two, that is, use of technology in classroom and collaborative participation in class. Students are found to prefer only the traditional mode of lecture delivery, with all of its related aspects, viz., lecture in-person, new content delivery in class, first time to learn content in class, to be quizzed only after content delivery, required learning in class, and pre-class activities to be optional. Students are not in favour of pre-class activities, e.g., online reading, lecture videos, quizzes, and workbook to be done before class. The most resisted aspects of BL are two pre-class activities, namely, to learn content first time at home and to be quizzed on content made available before class. The mean scores for the listed items reinforce the finding that school students' overall preference is to have traditional classes.

Table 2: Descriptive statistics and percentage response rates for preference for, or resistance to, blended learning (item-wise)
(n = 50)

Preference (range 1–4)	M	SD	Response rate (%)			
			1	2	3	4
Lectures (<i>In-person vs online</i>)	1.72	1.12	64	16	4	16
In class activities (<i>New content vs practical</i>)	1.92	1.19	54	20	6	20
First time to learn content (<i>In-class vs pre-class</i>)	1.68	1.13	68	12	4	16
Technology (<i>Avoid vs use</i>)	3.04	1.15	20	4	28	48
Quizzes (<i>in-class content vs pre-class content</i>)	1.76	1.22	68	8	4	20
Required learning (<i>In-class vs pre-class</i>)	1.84	1.20	60	16	4	20
Participation (<i>Only listen vs collaborate</i>)	3.04	1.29	24	8	8	60
Pre-class activities (<i>Optional vs required</i>)	1.78	1.16	64	16	4	16

But it is not the general trend among the participants. A significant point noted in the obtained results is the emergence of two groups among the experimental group students – those who prefer blended learning ("Blending endorsers") and the ones who resist it ("Blending resisters"). Ten out of fifty participating students (20%) are in favour of the major aspects of blended learning. A cross-check with the background information provided by participants shows that those who (a) use a computer at home, (b) find it easy to access online lectures, reading passages, videos, etc., online, (c) are not distracted by unrelated content online, and (d) browse the Internet at least three hours per day favour blended learning. The others (80%) resist BL, perhaps since they have not enough experience or training in the academic use of the Internet and the sudden onslaught makes

them nervous. Table 3 shows the descriptive statistics for mean scores, Standard Deviation, and *t*-test results for "blending endorsers" and "blending resisters." The *t*-test values are significant at alpha level .05/.01, and df 48.

Table 3: Item mean scores for "Blending endorsers" and "Blending resisters," with the results of *t*-tests

Variable	endorsers (n = 10)		resisters (n = 40)		Blending		Blending		<i>t</i> test		
	M	SD	M	SD	<i>t</i>	df	d				
Lectures (Online vs in-person)					1.82	0.42	1.32	0.52	3.75**	48	0.50
In Class activities (Practical vs new content)					1.91	0.31	1.47	0.55	4.30**	48	0.50
First time to learn content (Before vs in-class)					1.82	0.42	1.32	0.47	3.79**	48	0.50
Technology (Use vs avoid)					1.61	0.51	1.42	0.50	1.18**	48	0.50
Quizzes (pre-class content vs in-class content)					1.73	0.48	1.30	0.46	2.86*	48	0.50
Required learning (Before vs in-class)					1.84	0.42	1.32	0.47	3.94**	48	0.50
Participation (Collaborate vs only listen)					1.63	0.51	1.37	0.49	1.61**	48	0.50
Pre-class activities (Required vs optional)					1.75	0.48	1.30	0.46	2.99**	48	0.50

* $p \leq .05$, ** $p \leq .01$

Discussion

The primary objective of the present study was to investigate whether blended learning is positively related to student achievement in learning English as a second language, even without them having prior learning experience. The obtained results suggest that blended learning is positively related to student achievement in English. The post-test achievement results of the experimental and control group participants confirm that experimental group students with whom blended learning approach was used fared better than the control group students. The *t*-test value obtained for experimental and control group participants is 3.55, which is significant at alpha level .05, and df 98. Thus, the first hypothesis of this study, that is, *blended learning is positively related to student achievement in learning English as a second language, even without them having prior learning experience*, is supported by research. But we have to accept the results with a proviso. The correlation between blended learning and student achievement is not so strong as to advocate sudden and drastic shift towards blended learning at schools level. The precaution is owing to the fact that on being quizzed on their preference for blended learning or traditional mode of classroom teaching, the larger percentage of students opted for traditional mode of teaching.

Most previous research studies on blended learning / flipped classroom are focussed on the achievements of students at higher education centres since the concept is not yet fully implemented in schools, and yet researchers document issues with the approach (Tu & Liu, 2016, McNally et al., 2017; Zhai et al., 2017; Ramazan, Y., 2017; Chellapan, L., & van der Meer, J., 2016; Asef-Vaziri, A., 2015). The findings of Tu and Liu (2016), for instance, suggest that, "Although flipped classroom seems a promising approach, studies have documented design issues discouraging the implementation and even affecting its success" (249). McNally et al. (2017) observe that, "... due to the novelty of student-centred learning for many students,

resistance to the flipped teaching approach may occur" (294). Zhai et al. (2017) also noted that "contrary to our hypothesis, personalized learning climate could not directly predict students' perceived value, and perceived quality completely," (207) which means their research did not support the hypothesis that personalised learning climate is positively related to student satisfaction with FCM. Nor did they find the idea of prior learning experience being positively related to student satisfaction with FCM supported by research. If student satisfaction with FCM cannot be predicted on the premise of prior learning experience and personalised learning climate even at higher education level, how can student achievement at school level be predicted to be positively related to these major aspects of blended learning?

The secondary aim of the present research was to investigate whether personalised learning climate is positively related to student achievement in learning English as a second language. The results obtained through data analysis reveal that for school level students personalised learning climate is not positively related to student achievement. The background information gathered from students associated with this result shows four different aspects of personalised learning climate affecting students' perception on blended learning – training in the use of Internet for academic purpose, prior experience in learning online, distraction caused by unrelated online content, and the time spent on Internet browsing every day. Thus, the second hypothesis of the present study, that is, *personalised learning climate is positively related to student achievement in learning English as a second language*, is not supported by research.

The findings of the present research shed light on two major factors essential for the success of blended learning at school level. First is the need for training of students in search, access and utilization of online learning materials, and second is their training in the optimum academic use of the Internet. The results obtained from the present study indicate that students not trained in online study are blending resisters and prefer conventional classroom since they cannot derive the maximum benefits from a personalised learning climate, rather, they find themselves wasting much time in front of the screen. Previous studies (Hoffman, E. S., 2014; Sajid, M., et al., 2016; Tu & Liu, 2016, McNally et al., 2017; Zhai et al., 2017; Ramazan, Y., 2017; Chellapan, L., & van der Meer, J., 2016; Asef-Vaziri, A., 2015; Cutrell, E. et al., 2015) also noted this trend in their findings, though most of them approve blended learning as promoting higher order thinking.

CONCLUSION

To sum up, the present study was perhaps the first of its kind in Kashmir Valley in India to gather evidence whether blended learning would prove to be an effective pedagogic strategy to teach English to high school students before a full implementation of the approach takes place since the contemporary teaching/learning climate suggests that blended learning is going to be the future of education. The findings of the study suggest that blended learning can be positively associated to student achievement, but the implementation of the approach requires a few preconditions to fulfil. As Cutrell, E. et al. (2015) suggest that complete replacement of teachers by technology in class is next to impossible, the best solution for classrooms in developing regions like India is blending online and in-person instruction. At present, there exist wide income gaps among people, which means not many people can afford personalised learning climate to their wards in

Kashmir. The situation rather causes discontent among people. As regards challenges and positive aspects of flipped classroom for both teachers and school students, especially with reference to learning English, in Indian contexts, there are challenges for teachers too in preparation of materials and online lectures, and in Kashmir Valley not many teachers are ready to impart education through blended learning.

Blended learning is better for student motivation and achievement, but students in a developing state like Kashmir are not ready for the change since the prerequisites to successfully run blended learning cannot be met in the existing learning conditions, such as the need of technical gadgets, uninterrupted power supply and regular high speed Internet connectivity, availability of teachers' lectures online, learners' prior learning experience, and personalised learning climate, etc. For lack of these facilities, students get nervous with blended learning.

Strengths and Weaknesses of the Present Study

The major strength of the present study is that it is the first of its kind in the state, and, therefore, a pioneering research. The second positive aspect of the study is that it raises a very contemporary issue which needs a threadbare discussion in the academia.

The primary limitation of the study has been its limited scope since the study was conducted selecting participants from only one school in the state. The issue bears wider significance for students in the state, so, a larger landscape should have been the setting of the study. The second limitation is that the study doesn't take into consideration the opinions of teachers on blended learning. The third drawback is that opinions of boys and girls on blended learning were ignored in the study, which may influence the results of the study, as the two learn differently. The researcher hopes that future research studies will address these limitations.

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Appendix
Questionnaire
Background Information:

Participant's Name: _____
Participant No.: _____

Do you use computer at home?

(a) Yes (b) No

Do you find it easy to access online lectures, reading passages, videos, etc., online?

(a) Yes (b) No

Do you get distracted by unrelated content while browsing for academic purpose?

(a) Yes (b) No

How many hours do you spend on browsing the Internet every day?

Ans. _____

Please rate your response to the statements regarding the pre-class activities and the in-class lessons in this course. Put a check (✓) in the most relevant box:

Pre-class activities in this course (e.g. online reading, lecture videos, quizzes, workbook) –	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Were helpful to my learning					
Motivated me to learn more					
Enabled me to learn at my own pace					
Prepared me for in-class activities					
Took more time to grasp the sense than in-class teaching					
Were more distracting than in-class teaching					
The in-class sessions helped me –					
Clarify what I had learned in pre-class activities					
Apply what I had learned in pre-class activities					
Develop problem-solving skills					
Improve my group work skills					
Develop better learning and study skills					
Improve my communication skills					

Please indicate your preference, and level of preference, by circling the most relevant response, i.e. if you prefer a statement on the right, circle a number closer to the right

If I could choose, I would like:					
Lectures delivered live and in person only	1	2	3	4	Lectures available online only
In-class activities to deal with teaching new content	1	2	3	4	In-class activities to deal with practical and applied problems
The first time I learn about content to happen in-class	1	2	3	4	The first time I learn about content to happen at home before class
To avoid technology in my learning	1	2	3	4	To use technology to assist my learning
To be quizzed on content only after it has been discussed in class	1	2	3	4	To be quizzed at the beginning of class on content available before class
To learn everything I have to learn in class	1	2	3	4	To have required learning before I go to class
To not participate in class but only listen	1	2	3	4	To be active and collaborate with other students in class
Readings, videos, and/or other pre-class activities to be optional	1	2	3	4	Readings, videos, and/or other pre-class activities to be required

CODE SWITCHING USED BY MATHEMATICS AND SCIENCE TEACHER IN CLASSROOM INTERACTION

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ABSTRACT

This article is entitled Code Switching Used by Mathematics and Science Teacher in Classroom Interaction. The objectives of the study were to find out the reasons for using code switching by Mathematics and Science teacher. The study was descriptive qualitative. The subjects of the study were Mathematics and Science teacher in grade one at SD Pelita Kasih Tanjung Morawa. The data of the study were the texts uttered by Mathematics and Science teacher recorded from the conversations in the classroom interaction. The data were identified, analyzed, and categorized based on Hoffman's theory (1991). The findings of the study show that the reasons why teachers switched their language because: interjection, softening or strengthening request and command, talking about particular topic, repeating for clarification, and clarifying the speech content for interlocutor. Based on the findings, the teachers argued that code switching was needed to avoid the misleading sentences uttered to the students. Some suggestions are directed to those who are interested in understanding code switching as found in the practice.

KEYWORDS: *Code Switching, Classroom Interaction, Mathematics, Science, Teacher.*

INTRODUCTION

A study about language is a never ended talk since language is a part of human life. It has a role as a means of communication in a social life. Human beings interact one to another to communicate by using verbal and non verbal communication. In reality, language is used in a society by verbal (spoken) and non-verbal (body language). It must due to the cooperation and understanding between speaker and listener.

Language is used by people to convey ideas, thoughts, needs, and feelings. They use the language in daily life as natural as breathing. It happens automatically when people communicate with

others. When people undertake communication in order to achieve their purposes such as someone greet other people by using the word 'hello'.

Globalization era makes English is badly needed. English must be learned both formal and informal education at the early age. That is why some public schools have foreign language classroom by using bilingual. The bilingual happens through code-switching in classroom interaction. The definition of bilingual is a person who has some functional ability in the second language (Spolsky, 1998: 45). In addition, Hamers and Blanc (1987: 265) define bilingual as "an individual who has an access to two or more different codes or languages".

Phenomenon of switching a language with another language occurs in the teachers' daily conversation called code-switching. It is a switching from one language to another, for example, the switching from English into Bahasa Indonesia.

Code-switching can be seen in English foreign language classroom which is done by the teachers when teaching English to their students. Teacher who delivers the lesson to the students use language by conveying some codes. It happens in classroom interaction. Classroom interaction plays an important role in teaching and learning process. It is a bridge for students to understand the lesson that is delivered by the teachers. At the time of communicating in classroom interaction, there are some codes happen. The codes happen among teacher-students interactions, student-teacher interactions, and student-student interaction. Teacher-students interaction is the basic of education since teacher delivers the knowledge to the students.

A study about code-switching has been conducted by Azwani (2012), her study attempted to investigate code switching in teaching English uttered by teachers and students at Public Senior High School. She found that, commonly, teachers switched English to Indonesian when translation session and giving instruction. The students switched English to Indonesia when clarifying the content of the lesson and giving feedback.

Mastura, Azlan and Narasuman (2013) investigated how code-switching functions as a communicative tool in English as a second language teacher education class in a tertiary institution in Malaysia. Their findings revealed that three types of code-switching known as tag switching, inter-sentential switching, and intra-sentential switching were predominant in classroom communication between students and the instructor. The study also found that English was the dominant language of communication while code switching was used to convey ideas in specific situations and to enhance solidarity in the first language.

Then, Mujiono, Poedjosoedarmo, Subroto and Wiratno (2013) investigated how the English lecturers practiced code switching in English as foreign language (EFL) instruction in the classroom. From the findings they found that the English lecturers used English, Indonesian, Arabic, interchangeably. The English lectures made switching for (1) linguistics factor, (2) to continue speaker's pronouncement, (3) addressee specification, (4) information clarification, (5)

intimacy, (6) affected with the addressee, (7) unpleasant feeling, (8) to create humor, (9) repetition used for clarification reiteration of a message, (10) to strengthen request or command, (11) to make questions, (12) to give advice, (13) to balance the addressee's language competence, (14) to make it easier to convey speaker's message, (15) discourse marker.

SD Pelita Kasih Tanjung Morawa is a private school which use foreign language in classroom interaction. This primary school use two curriculums, government curriculum and overseas curriculum. The government curriculum use Bahasa Indonesia. In the classroom interaction, both teachers and students speak Bahasa. In delivering the subjects, the teachers prefer speaking Bahasa to English.

Meanwhile, the overseas curriculum use English in delivering the subjects. Teachers speak English in teaching learning process in the classroom interaction. However, the fact does not always occur like that. The teachers assume that their students could not fully understand them if they only use English. It can be understood since grade one is in the process of learning the language which is not widely used in the community. It might be possible for teacher and students to use code-switching in classroom interaction while they study Mathematics and Science. It can be seen in this example observed by the researcher on 17th October 2016 in grade one classroom interaction of SD Pelita Kasih Tanjung Morawa.

A Mathematics teacher asked the students to open their book. The teacher gave some instructions for the students before the lesson.

Teacher(RB): Ok class, now I am going to give you an exercise. But before that, please take your classwork.

'Ok class, now I am going to give you an exercise. But before that, please take your classwork.'

DA: Ambil buku apa Miss?

'What book should we take Miss?'

Teacher(RB) : Classwork, please.

'Classwork, please.'

KP : Notebook sama homework enggak Miss?

'Do we need to take notebook and homework book Miss?'

Teacher(RB): I said classwork, please. Saya

bilang classwork. Ambil buku classworknya sekarang. Put your book on your table. Letakkan classworkmu di atas meja.

‘I said classwork, please. I said classwork. Take your classwork book now. Put your book on your table. Put your classwork book on the table.’

*Teacher(RB): Ok, already? **Sekarang** look at the whiteboard, please. Everybody, **lihat ke whiteboard**. Pay attention, please. **Semuanya perhatikan ke depan**.*

‘Ok, already? Now look at the whiteboard, please. Everybody, look at the whiteboard. Pay attention, please. Everybody, pay attention to the whiteboard.’

Based on the context, it can be seen that teacher switched English to Bahasa Indonesia language to emphasize the instructions for the students. Teacher uttered the instructions in English and Bahasa. However, teacher should used English only in delivered the message.

“*Saya bilang classwork. **Ambil buku classworknya sekarang**. Put your book on your table. **Letakkan classworkmu di atas meja**”.* **Saya bilang** is intra-sentential code switching, **ambil buku** is intra-sentential code switching, and **letakkan** is also intra-sentential code switching.

“***Sekarang** look at the whiteboard, please. Everybody, **lihat ke whiteboard**. Pay attention, please.*

“***Semuanya perhatikan ke depan**”.* **Lihat ke** is intra-sentential code switching and the sentence **semuanya perhatikan ke depan** is inter-sentential code switching. Based on the phenomenon given, it can be seen that teachers must speak English in delivering the subjects. However, the fact does not always occur like that. It might be possible for teacher and students to use code-switching in classroom interaction while they study Mathematics and Science. Therefore, this study aims to analyze the reasons of code-switching used in classroom interaction.

RESEARCH PROBLEM

Why do the Mathematics and Science teacher in grade one classroom interaction use code switching as the way they do?

RESEARCH METHODOLOGY

This research conducted by using qualitative descriptive design. The aim of qualitative research is to truthfully present findings to others who are interested in what you are doing. Qualitative research has five features namely having natural setting, researcher as the key instrument, using descriptive words, concerning with the process rather than simply the product, analyzing data inductively and having meaning as the essential concern.

The type of this study was the observational case study because the major data had been gathered by applying participant observation. The source of data of this study were two teachers, they were one Mathematics teacher and one Science teacher in grade one. The Mathematics and the Science teacher were subject teacher in grade one. The teachers were native speakers of Bahasa Indonesia

who graduated from different universities in North Sumatera. Techniques of data collection in this study applied documentary technique suggested by Bogdan and Biklen (1992) in which only the data that support the research question was taken. In this study, the data were all the texts contain code-switching in the teachers' utterances. Since the subject of this study was in written words so the process of collecting and analyzing the data had been done by the researcher, so it could be said that the researcher was the key instrument of this study. The other instrument to collect the data was the recorder.

To fulfill the trustworthiness of the study, the research conducted two of them namely credibility and conformability. To make this research credible, the researcher used triangulation technique. The triangulation technique in this research employed data triangulation and theoretical triangulation. In data triangulation, the teaching learning process in the classroom had been observed in different times to see the robustness of the data. To make this research conformable, as audit trial had been made which consist of raw data, reduce data, and reconstruct data. In addition, some codes and appendices had also been made so the readers can easily understand the data. In this research, the transcription of the teacher's code-switching in the classroom had been served to the readers. The process of analyzing are followed the steps below:

A. Data condensation is a process of selecting, focusing, simplifying, abstracting, and transforming the row data. The processes are:

1. Selecting the best data selection based on the reasons of code-switching used by Mathematics and Science teacher at SD Pelita Kasih Tanjung Morawa.
2. Focusing in the particular attention to the suitable data.
3. Simplifying to make the data easy to understand based on reasons of code-switching used by Mathematics and Science teacher at SD Pelita Kasih Tanjung Morawa.
4. Abstracting the data which is based on the existing theories about the reasons of code-switching.
5. Transforming the data that really relate to the study or based on the reasons of code-switching used by Mathematics and Science teacher.

B. Data display defines as an organized assembly of information that permits conclusion drawing and action taking. In this study, table were used to distinguish the dominant reasons of code-switching used by Mathematics and Science teacher at SD Pelita Kasih Tanjung Morawa.

The stream of analysis activity is conclusion drawing and verification. Verification may be crossing the analysis mind during writing or it may be through going and elaborate, or with extensive efforts to replicate the finding in another data set. In this study, the result of the problem had found so the objective of the study to elaborate code-switching used by Mathematics and Science teacher at SD Pelita Kasih Tanjung Morawa.

RESULTS AND DISCUSSION

Results

When the code switching happens, the motivation or reasons of the speakers is an important consideration in the process. There are ten mainly reasons for bilingual person to switch their languages. However, the analysis showed that only five reasons which were found when the teacher switched their language. They were: 1) talking about particular topic, 2) interjection, 3) repeating for clarification, 4) clarifying the speech content for interlocutor, and 5) softening or strengthening request and command. The following points would describe about the reasons of using code switching from the teacher's utterances.

Table 1: The Reasons for Code Switching in Classroom Interaction

No.	The Reasons for Code Switching	Subjects			
		Maths		Science	
		F	%	F	%
1.	Talking about particular topic	15	11.72	37	37.37
2.	Interjection	44	34.37	21	21.21
3.	Repeating for clarification	29	22.66	15	15.15
4.	Clarifying the speech content for interlocutor	10	7.81	2	2.02
5.	Softening or strengthening request and command	30	23.44	24	24.24
	Total	128	100.00	99	100.00

Based on the table 1, it described the total reasons used by Mathematics teacher consist of 128 codes. They are 15 codes of talking about particular topic, 44 codes of interjection, 29 codes of repeating for clarification, 10 codes of clarifying the speech content for interlocutor, and 30 codes of softening or strengthening request or command.

The table also described the total reasons used by Science teacher consist of 99 codes. They are 37 codes of talking about particular topic, 21 codes of interjection, 15 codes of repeating for clarification, 2 codes of clarifying the speech content for interlocutor, and 24 codes of softening or strengthening request or command.

Therefore, the most dominant reason of using code switching found for Mathematics teacher was interjection, and the most reason of using code switching for Science teacher was talking about particular topic.

Discussion

As found in the data, interjection was used by the Mathematics and Science teacher. Interjection is word or expression, which are inserted a sentence to convey surprise, strong emotion, or to gain attention. Sometimes it was found in the data that the teachers often spoke directly in a high

tone when she wanted the students gain attention to her. The teacher also switched her language to the students when she wanted to talk about particular topic, mostly about the explanations of the material. The teacher felt free and more comfortable to express her emotional feeling in a language that is not her everyday language. After that, the teacher sometimes switched her language to soften her request or to strengthen her command to her students. The teacher felt free since she could feel more powerful than the students because she can use a language that the students cannot. Then, the teacher also switched her language to clarify the speech content for interlocutor. Here, the teacher switched her language to make the contents of his speech run smoothly so that the students could easily understand with what the teacher uttered. It also seems that the teacher switched her language to repeat for clarification. She did this so that the students understood with her speech. Therefore, it can be concluded that there were several reasons why teacher switched her language to her students in classroom interaction. They were 1) interjection, 2) talking about particular topic, 3) softening or strengthening request or command, 4) clarifying the speech content for interlocutor, and 5) repeating for clarification.

CONCLUSION

This study focused on code switching used by the teachers to the students in classroom interaction. It was aimed to find out the reasons why code switching used by the Mathematics and Science teacher. After analyzing the data, there are some reasons used by Mathematics and Science teacher in classroom interaction. They are 1) talking about particular topic, 2) interjection, 3) repeating for clarification, 4) clarifying the speech content for interlocutor, and 5) softening or strengthening request or command. Interjection was the most dominant reason used by Mathematics teacher and talking about particular topic was the most dominant reason used by Science teacher, then the least was clarifying the speech content for interlocutor.

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MALES AND FEMALES SPEECH ACTS IN THE CLASSROOM SETTING

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ABSTRACT

This study investigates the speech acts that are realized by male and female lecturers in the classroom setting. The objectives of this study is to describe the kinds of speech acts are realized by male and female lecturers in the classroom. This research is conducted by using ethnographic design and qualitative approach. The data are the utterances of the lecturers at State Islamic Institute (IAIN) of Zawiyah Cot Kala Langsa. Islamic Education Department lecturers are chosen as the source of data. The data are obtained from observation and the transcription of the recorded of 4 lecturers of 2 males and 2 females lecturers during their teaching performance in the classroom. The findings show that there are three kinds of speech acts that are realized by males and females of 4 lecturers of 2 males and 2 females during their teaching performance in the classroom setting; They are locutionary acts, illocutionary acts and perlocutionary acts. In addition, from 5 types of illocutionary acts such as representatives, directives, commissive, expressive and declaratives, both males and females lecturers only implement 4 types of them; they are representatives, directives, commissive, and expressive, while declarative does not. In addition, in terms of the types of illocutionary acts, males lecturers mostly utilize representatives ways while females mostly implement both representatives and directives ways than other types during their teaching performance.

KEYWORDS: *Males and Females, Lecturer, Speech Acts, Classroom Setting.*

INTRODUCTION

Researchers have given definitions of speech act in literature. Austin (1962:99) defines speech acts as “the actions performed in saying something”. This means, actions are performed oral utterances. Speech act is derived from interpreting an unterance in its speech. An utterance may convey more than one speech act . There are three term of speech acts; first, locutionary act: meaning contained in utterance; second, illocutionary act: meaning intended by the speaker; third, perlocutionary act: meaning as derived or interpreted by the listener. In addition, Searle (1979) points out five alternative taxonomy in term of speech acts namely; assertives, directives, commissives, expressive and declarations.

Literature has informed that an effective and successful communication occurred between speakers and interlocutors is due to polite speech acts (Zhao & Throssell, 2011: 88). Speech acts are always associated with culture, thus linguists believe that students would be able to use proper language only when they understand both linguistic and culture (Peterson and Coltrane, 2003 cited in Zhao and Throssell (2011: 92). Zhao and Throssell (2011 : 92) assert speech act theory does not only carry the linguistic rules, but also leads speakers to use this language appropriately.

It is commonly understood that the interaction between males and females is different in formal conversation, males talk more than females. This happens due to different purpose that they will achieve, males being more task-oriented and concerned with status, while females are expressive, responsive, and concerned with relationship (Holmes, 1992: 132-134). Therefore, males' conversation is more likely to be more assertive in disagreement, instances of challenging utterances, and interruption, than females' talk. From this behavior, it can be argued that males use talk to control and enhance their status in the public, while females use talk as the essence of relationship (Mulvaney, 2004 : 221-229). From result of their contribution in a conversation, their opinion is valued highly. However females are the opposite, they are concerned with the relationships. This happens because for females strengthening relationships is more important than status. Therefore, they try to avoid interrupting the conversation to avoid offending the other person. Since males and females have different purposes in their conversation. Therefore, different genders should understand these differences when they meet in a conversation.

Males and females are using speech acts differently in their communication. This happens due to their habitual differences. For males, most of them are eager to to talk in public as a way to show their status in a community. It is common for males to dominate the conversation during in a discussion. This is their strategy to be regarded as a knowledgeable person among others. Therefore, males prefer to talk in the form of report-talk (Holmes, 1992:134-135). Through this way, they protect themselves from others' perceptions aiming to put them down. In contrast, women in their conversations use language for intimacy, in which the rapport-talk (Holmes, 1992: 134-135) is applied in a conversation. By applying the rapport-talk, they establish their good relationships with others. Most women think that through talking, they can create good relationship with others. Speakers are required to understand the differences between males and females in communication to avoid or at least to limit underestimate actions to other speakers in a conversation.

REVIEW OF LITERATURE

Pragmatics

Research on pragmatics has attracted attention of many researchers. They relate the pragmatics with the definition of competence. A researcher such as Leung (2005) states that communicative competence involves two competences, these are linguistics competence and pragmatics competence. It means, linguistics competence alone is not enough for a language learner to be competent. To be competence in using language, the understanding of syntax and lexis is also

not enough (Krasner, 1999). Therefore, pragmatics is an important competence that learners need to have because speech acts as a part of pragmatics.

The influence of culture

The culture influences the way of people behave in a community. Culturally, each area differs from one to another which impact on value, belief, and attitude. This happens due to different location, situation, and social condition. These differences could create different ways people communicate each other.

Definition of Speech Act

The speech act theory was proposed by the philosopher Austin who was interested in natural language pragmatics. Speech act theory as postulated by Austin and developed by Searle demonstrates that utterances are not only to say things but they have the power to do things (Alkhirbash, 2016: 82). Austin is said to be the founder of the theory of speech acts, but Searle is the one who advances a principled taxonomy.

Kinds of Speech Acts

Speech Acts according to (Austin, 1962 cited in Hashim 2015 : 399) fall into three classes, which are: locutionary, illocutionary, and perlocutionary acts.

1. Locutionary acts

A locutionary act is an act of saying something; that is, the act of producing an utterance. A locutionary act “includes the utterance of certain noises, the utterance of certain words in a certain construction and the utterance of them with a certain ‘meaning’” (Austin, 1962: 94). That is to say that locutionary acts are those acts which convey literal meaning with the help of a given syntax and lexicon (For example, it is cold here).

2. Illocutionary acts

Illocutionary acts are the core of any theory of speech acts. Illocutionary act is identified by the explicit performative. That is, the conventional force achieved in the saying of that utterance. An illocutionary act is viewed as the force carried with words or sentences (To illustrate by telling someone “It is cold here”, someone is actually asking someone else to close the window). This is realized, according to Austin (1962) as the successful realization of the speaker’s intention, which for Searle (1969) is a product of the listener’s interpretation.

3. Perlocutionary acts

The perlocutionary act is the effect or influence on the feelings, thoughts or actions of the listener/ hearer. In the other words, perlocutionary act means the consequential effect of utterance on an interlocutors or the change caused by the utterance (For instance, someone closes the window because of someone else’s statement). Perlocutionary acts could be inspiring, persuading, consoling, etc. it brings about an effect upon the beliefs, attitudes or behaviors of the addressee.

Types of Speech Acts

There are five types of speech acts proposed by Searle (1969) namely: representative, directives, commissives, expressives, and declaratives. Information of each type is presented below:

1. Representatives

Representative is the first type of speech act. It is a basic assertion made by the speaker, for example “I state that the earth is flat”. This assertion is made although the statement is false. A representative can be uttered in many forms of asserting, claiming, stating, informing, conveying, concluding, affirming, reporting, believing, denying, describing, and predicting.

2. Directives

Directives is the second type of speech act. This is utterances made in attempt by the speaker to get the hearer to do something for him. These directives may be expressed in different forms, such as in question form or in command form like “Would you like passing the salt?” or “Pass the salt”. In either case, the speaker wants the hearer to pass the salt. Other forms of directives are requesting, admonishing, warning, permitting, ordering, dismissing, excusing, forbidding, instructing, suggesting, advising, begging, challenging, insisting, pleading, and urging.

3. Commissives

Commissives is the third type of speech act. This speech act commits the speaker to some future event or action. These also express what the speaker intends to do, such as promising, offering, refusing, vowing, pledging, guaranteeing, agreeing, consenting, volunteering, threatening, and swearing. In using the commissive, the speaker is making an understood contract with the hearer that will be carried out.

4. Expressives

The expressives as the fourth type of speech act focuses on expression of psychological states within the speaker and tell how the speaker feels. Example of expressives are statements of happiness “Praise to God”, thanking someone “Thank you very much”, apologizing “I am really sorry”, dislike “I prefer that one, not this one” and pain “Poor me”. Consoling, praising, congratulating, deploring, greeting, and welcoming.

5. Declaratives

Declaratives as the fifth type of speech act expresses statements made by authority, which cause immediate action from the utterances. These are only effective when it is stated by the appropriate authority. For example, “I hereby pronounce you man and wife” in turn officially causes the couple to be wed, and can take effect only if said by a priest or someone who carries authority to wed individuals. The examples of declaratives are declaring war, seconding a motion, adjourning a meeting, firing, nominating, finding guilty/innocent.

THE SIGNIFICANCE OF THE STUDY

The findings of this study would be useful and relevant theoretically and practically.

1. Theoretically, the findings of the study would give much contribution and insight to applied linguistics particularly in terms of pragmatics and sociolinguistics on how the implementation of speech acts realized by males and females in the classroom.

2. Practically, the findings would be beneficial to the lecturers and students and other researchers

- a. For Lecturers, this finding could give information and insight toward kinds of speech acts they are practicing during teaching and learning process.
- b. For students, It is hoped in order students are able to recognize and comprehend kinds of speech acts that exist in daily communication, the process and the reason why they are implemented.
- c. For other researchers, this finding can be used as an additional references to support the further research in terms of gender speech acts.

RESEARCH QUESTION

Inspired by the background above, the writer formulate one research question:

1. What kinds of speech acts are realized by male and female lecturers in the classroom?

METHODOLOGY

The Research Design

This study used ethnographic design and qualitative approach. Qualitative study employs to understand a phenomenon, a process or a particular point of view from the perspective of those involved (Ary et al, 2006). In short the aim of qualitative study is to understand the world or the experience of another. Bogdan and Biklen (1992:29) add that qualitative research is descriptive where data collected are in the form of words and picture rather than number.

Ethnography is the in-dept study of naturally occurring behavior within a culture or entire social group. It seeks to understand the relationship between culture and behavior, with culture referring to the shared beliefs, values, concepts, practices and attitude of a specific group of people. It examines what people do and interpret why they do it (Ary et al, 2006).

The Data and Source of the Data

The data was the utterances of the lecturers at State Islamic Institute (IAIN) of Zawiyah Cot Kala Langsa. Islamic Education Department lecturers were chosen as the source of data.

The Instrument of Data Collection

To collect the data, the writer was the main instrument since the writer was the one who will collect and analyse the data. Furthermore, observation sheet and tape recorder/handy cam was used as supporting instruments. Observation was applied to know the real teaching and learning activities occurred in the class besides to gain an understanding the process and the reason why the kinds of speech acts performed. The researcher knew closely the interaction between lecturer and students in the classroom.

Tape recording/ handy cam was used to make sure that the data were analysed deeper since the utterances of the lecturers of Islamic education department were written into transcript. And the last transcript of utterances were put as the data.

The Technique of Data Collection

The data were collected through observation and tape recording/handy cam.

Observation was conducted in ethnography phase. In ethnography phase, observations of the 4 lecturers (2 males and 2 females) were conducted during teaching and learning process in the classroom. In this study, observation applied to see the speech acts of those lecturers during the teaching and learning process. Tape recorder was utilized to record the speech acts performed by the four lecturers during their teaching and learning process. It was aimed to help the writer to avoid miss-utterances. Since the writer could still watch the video many times therefore the data collected were more acceptable.

The Technique of Data Analysis

In analyzing the data, interactive model of Miles, Huberman and Saldana (2014:33) elaborate several steps of analyzing data; they are (1) data condensation, (2) data display and (3) data verification/conclusion.

The Trustworthiness of the Study

The trustworthiness in qualitative research is to support the argument that the inquiry's findings are worth paying attention to (Lincoln & Guba, 1985:290). In qualitative research the analyzed data must be auditable through checking that the interpretations are credibility, transferability, dependability, and conformability which will be applied in this study.

RESULTS AND DISCUSSION

Table 1: The Frequency of Speech Acts of the Male Lecturers (ML1 and ML2).

No	Kinds of Speech Acts	Classification of Illocutionary Acts	Form	Total	
				ML1	ML2
1.	Locutionary Acts	-	-	18	17
2.	Illocutionary Acts	Representatives	-Concluding	3	1
			-Describing	6	1
			-Informing	2	-
			-Reporting	2	-
			-Affirming	2	2
			-Asserting	1	-
			-Conveying	-	3
			-Stating	-	1
			-Believing	-	1
		Directives	-Insisting	1	1
			-Requesting	1	-
			-Challenging	2	-
			-Suggesting	1	-
			-Instructing	2	-
			-Permitting	1	-
		Commissives	-Threatening	1	-
			-Promising	1	-
		Expressives	Congratulating	1	-
			-Welcoming	1	-
			-Praising	-	1
3.	Perlocutionary Acts	-	-	15	6
Total				62	36

Based on the data analysis. It can be seen that male lecturers utilized locutionary acts, illocutionary acts and perlocutionary acts. In addition, the table above showed that just 4 types of illocutionary acts used namely representatives, directives, commissives and expressives,

meanwhile declaratives did not. It could be happened because the male lecturers only share their knowledge to the their students. In the other words, they did not promote them selves as a candidate to be voted.

Eventhough the two lecturers have the same gender. It did not mean that they have the same way in teaching. However, both of them represent representative most than other types. In summary, the role of the context that they had at the time influence to the way they produce the speech acts.

Table 2: The Frequency of Speech Acts of the Female Lecturers (FL1 and FL2).

No	Kinds of Speech Acts	Classification of Illocutionary Acts	Form	Total	
				FL1	FL2
1.	Locutionary Acts	-		11	21
2.	Illocutionary Acts	Representatives	- Affirming	1	-
			-Asserting	1	2
			-Concluding	1	-
			-Informing	-	1
			-Stating	-	2
			-Predicting	-	2
			-Describing	-	1
		Directives	-Suggesting	3	1
			-Challenging	-	2
			-Insisting	-	1
			-Urging	-	1
			-Forbidding	2	-
			-Instructing	1	-
			-Advising	2	-
			-Admonishing	1	-
			-Requesting	1	-
		Commissives	-Offering	1	-
			-Refusing	-	1
			-Promising	-	1
			-Guaranteeing	-	1
		Expressives	-Deploring	2	2
			-Praising	5	-
3.	Perlocutionary Acts	-	-	5	2
	Total			37	42

Based on the data analysis. It can be seen that females lecturers utilized locutionary acts, illocutionary acts and perlocutionary acts. In addition, the table showed that just 4 types of illocutionary acts are used by them namely representatives, directives, commissives and expressives, meanwhile declaratives did not. It could be happened because the females lecturers only share their knowledge to the their students. In the other words, they did not promote them selves as a candidate to be voted.

Eventhough the two lecturers have the same gender. It did not mean that they have the same way in teaching. One of them represent directives most than other types, while the rest applied reperesentative dominantly. In summary, the role of the context that they had at the time influence to the way they produce the speech acts.

CONCLUSION

There are three kinds of speech acts that are realized by gender of 4 lecturers of 2 males and 2 females during their teaching performance in the classroom setting; they are locutionary acts, illocutionary acts, and perlocutionary acts. In addition, from 5 types of illocutionary acts such as representatives, directives, commissive, expressives, and declaratives. Both males and females lecturers only implement 4 types of them; they are representatives, directives, commissives, and expressives, while declarative does not. It is happened because they do not promote themselves as a candidate to be voted but the lecturers just share their knowledge to their students through teaching performance in the classroom. Furthermore, both males and females lecturers have different way in applying types of illocutionary acts. Males lecturers tend to utilize representatives, but females lecturers prefer to use both representatives and directives ways. This is happened because there are differences in the way of speaking between males and females. For the majority of males, being able to talk in public is a way of maintaining or building higher status in a community. It is the nature of males that they like to be paid more attention or be listened to by the audiences during conversation. The aim beyond this is to be regarded as a skillful or a knowledgeable person. Therefore, males prefer to talk in the form report-talk (Holmes, 1992:134-135). Through this way, they protect themselves from others' perceptions aiming to put them down.

In contrast, women in their conversations use language for intimacy, in which the rapport-talk (Holmes, 1992:134-135) is applied to the conversation. By applying the rapport-talk, they can establish or maintain their good relationships or connections with others. Most women think that through talking, they can make good relationship with others. Therefore, it always occurs that their talk will concentrate more on negotiations form for the sake of closeness. Through talking or negotiation, they will be able to obtain and to and to support to each other. Often, they will bring a public topic to the personal conversation, which is the opposite of males. People need to understand about the difference between males and females in communication in order to limit or even avoid blaming others in a conversation.

Limitation of the study

This study is limited to the implementation of speech acts that are realized by male and female lecturers and to know the differences of utterances showed by male and female lecturers at IAIN Zawiyah Cot Kala Langsa. Moreover, it is focused on the speech acts produced by 4 lecturers of 2 males and 2 females in Islamic Education Department class.

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LINGUISTIC ANALYSIS OF PATTERNED SENTENCE ERRORS IN ENGLISH: A CASE STUDY OF PREPARATORY YEAR SAUDI UNIVERSITY STUDENTS

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ABSTRACT

Arabic speakers may encounter several difficulties in learning English as a foreign language pertaining to phonological, morphological, and syntactical aspects of the target language. Analysis of errors committed by Arabic speakers of English in their utterances displays a certain pattern. Some errors are common to Arabic speakers from different Arabic countries, while some errors are specific to Arabic speakers from specific countries. An investigation was carried out to identify the errors of usage in English in the utterances of the Preparatory Year EFL learners at NBU Arar (KSA). Data were collected through interview format and the obtained patterns of errors were analysed using the parameters of English phonology, morphology and syntax. The analysis helped identify the major areas of difficulty in the learning of English for Saudi Arabian EFL learners, which in turn formed the basis for suggesting certain corrective measures. The findings of this study have profound implications for teaching of English, not only to NBU students, but also to all Saudi students learning English since the findings show a pattern of errors committed by Saudi students of English in general. Teachers of English can derive pedagogical benefits from the analysis of this pattern.

KEYWORDS: sentence errors, Arabic learners of English, error patters, linguistic analysis, corrective measures

INTRODUCTION

Errors in the target language use of foreign language learners have varied affecting factors, pertaining to the various elements of the system of language in general, such as orthography, sound system, grammar, and word formation, etc. (Avery & Ehrlich, 1992). Differences in the elements of the two linguistic systems, i.e., the learners' mother tongue and the target language, are the common factors affecting foreign language learning (Cook, 1992; Oldin, 1989). Languages belonging to one family may share certain features as they branched from the same root, but the languages belonging to different families commonly do not share any features, and

for this reason it is difficult for the speakers of such languages to learn each other's' language. For instance, Arabic and English do not share any features (except a few sounds and a few words travelled from one to the other), so it is extremely difficult for an adult Arabic speaker to learn English, or for an Englishman to learn Arabic. The age of the learners plays an important role in language learning since after a certain age learning a foreign language becomes difficult as the elements of mother tongue get firmly entrenched in the linguistic system of the learners and become part of his/her linguistic competence, generating conflict with the FL system (Chiswick & Miller, 2007; Lenneberg, 1967). The other major factor affecting FL learning is learners' exposure to the target language through various platforms other than the limited classroom exposure, such as print and audio-visual media where the target language (English in this case) is used and the learners read that print material and watch that audio-visual media (Avery & Ehrlich, 1992).

THE PROBLEM

Research studies pertaining to the difficulties of Saudi Arabian EFL learners, especially adult learners since research studies on English teaching / learning in Saudi Arabia are mainly focussed on university students and there are no enough research studies on the language learning behaviour of school kids, show that EFL learners are affected by both the factors discussed above. The influence of the elements of the linguistic system of Arabic (e.g., orthography, sound system, lexicon-formation, tense system, and sentence structure, etc.) is clearly reflected in the English language usage of adult Saudi learners, and in addition, they are hardly exposed to other print or audio-visual media platforms where English language is in use. Almost all the students participating in the present study admitted that they don't read books in English and they don't watch TV news in English, at all. Consequently, their performance in English is found to be lacking on various fronts. The errors in English usage committed by Saudi Arabian EFL learners are so predictable that they seem to follow a pattern.

LITERATURE REVIEW

Corder (1970) established and pioneered the field of Error Analysis in Second Language Acquisition. Error Analysis studies the errors made by the learners of a second/foreign language to understand how learners learn the second language as well as to make use of this knowledge for pedagogical purposes, so, it is one type of linguistic study. There are, thus, two sides to Error analysis – theoretical and applied (Corder, 1967). These two sides may serve two purposes accordingly - diagnostic and prognostic. As has been discussed above, errors in foreign language learning may originate from two sources – mother tongue influence and faulty or incorrect knowledge of the target language (Brown 2000, p. 224). The first source is called *interlingual interference* (Selinker, 1972), whereas the second source is termed as *intralingual interference* (Keshavarz, 2003, p. 62). Intralingual errors are attributed to many factors, but in a concise manner Richards (1972) cites four main factors, namely: overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized. The present study identifies all these factors, and a few more.

Research on the difficulties of adult Saudi EFL learners is mainly concentrated on analysis of errors in the writings of students, while studies on errors in their verbal utterances is very sparse. A few studies that there are (e.g., Elmahdi & Khan, 2015; Abdulwahab, 2015; Al-Badawi, 2012; Al-Saidat, 2010; Altaha, 1995) have also primarily analyzed the pronunciation issues, typically focusing on difficulties of Saudi EFL learners in the articulation of certain sounds in English. Al-Saidat (2010), for example, phonologically analyzed the English phonotactics in the spoken English of EFL Arab learners. The researcher determines the types of pronunciation difficulties Arabic speakers encounter, specifically the types of declusterization (a process of inserting vowels between consonant clusters) as well as the sources of such processes. His findings show that Arab learners of English insert a vowel in the onset as well as in the coda of certain English syllables. Mother tongue influence is pinpointed as the main reason for declusterization processes. Elmahdi & Khan (2015) studied pronunciation problems of Saudi secondary school students in the articulation of certain English consonant sounds. The researchers say 11 consonant sounds (/p/,/z/, /r/,/tʃ/, /ŋ/, /d/, /l/, /k/, /t/,/ʃ/, and /v/) pose major difficulties to learners. The other area of difficulty for learners, according to them, is consonant clusters, and their findings are similar to that of A-Saidat (2010) in this regards that learners are observed to unintentionally insert a vowel between clustered consonants for ease of articulation. Abdulwahab's (2015) study was also conducted with Saudi Arabian EFL students, and the researcher comes up with findings almost similar to that of Al-Saidat (2010) and Elmahdi & Khan (2015). Al-Badawi (2012) also concludes that Saudi EFL learners misarticulate certain sounds in English and the researcher ascribes the reasons for such misarticulation basically to mother-tongue influence since, to him, certain sounds used in English are not found in Arabic, therefore, Arabic speakers tend to replace those sounds by their closest equivalents in Arabic. Al-Badawi's study corroborates the findings of previous researchers, such as Altaha (1995) and Barros (2003), Al-Saidat (2010) and Elmahdi & Khan (2015).

Ample amount of research already exists on the subject, in Arabic speakers' contexts in general as well as in the context of Saudi Arabian EFL learners in particular, but the present study differs from previous studies in a major way that the focus of the present study has been spoken English, while most of the previous studies are focussed on written English. The present study deviates from some previous studies as the focus here is not only the articulation of certain English sounds difficult for Arabic speakers, but also analysis of the utterances in English of Arabic speakers from phonological, morphological and syntactical points of view. Second, the study differs from those previous studies as well which analysed Arabic speakers' English from phonological, morphological and syntactical points of view, but only in written form (e.g., Barzanji, 2016; Sawalmeh, 2013; Kadwa, 2012; Al-Nofaie, 2010; Shalaby et al., 2009; Al-Jarf,2008; AbiSamra, 2003). Barzanji (2016) examined the most common errors in Saudi students' writings, and whether the type of prompt used has any effect on the frequency of such errors. The researcher used error inventory developed by Bushong and Mihai (2012) which categorized ten types of errors. The type of prompt was reported to have no effect on the frequency of errors. Sawalmeh (2013) also reached the conclusion that the Arabic speakers in their study committed ten common errors, viz., verb tense, word order, subject/verb agreement, pronouns, spellings, capitalization, prepositions, articles, double negatives and sentence fragments. The researcher's opinion is that most of the students' errors owe their origin to L1 transfer. Another significant study by M. S.

Kadwa (2012) on Saudi English learners' apprehensions regarding online communication investigates their attitudes towards online communication in EFL. The researcher's view is that Saudi learners are usually language anxious in communicating online. Reima Al-Jarf's (2008) research work was centred on developing EFL freshmen students' spelling problems. The findings of this study indicated that Arabic speaking students had phonological and orthographic problems in EFL. The study suggested that 63% of the spelling errors were phonological, and 37% were orthographic. Similarly, Haifa Al-Nofaie (2010) in her study investigated Saudi teachers and students' attitude towards employing Arabic as a facilitating tool in English classes. Shalaby et al. (2009) analyzed lexical errors in the written compositions of Saudi EFL learners and find many lexical issues.

The present study is also primarily a study in error analysis, following the framework developed by Corder and his colleagues (1970s), but the major corpus used for analysis here comes from the verbal utterances of adult Saudi EFL learners at university, not from written works. In many respects the present study is much similar to the study of Sawalmeh (2013) who identifies ten errors in Saudi students' writing, with a difference that the present research identifies a few more errors and some factors other than mother tongue influence as the causes of such errors.

RESEARCH QUESTIONS

To test the truth of the hypothesis stated above, the present research was designed to answer the following research questions:

RQ 1: Do errors of usage committed by Saudi Preparatory Year students in spoken English fall into particular patterns?

RQ 2: Can the study of patterned errors in the utterances in English of the Prep Year students be studied for further insights to feed into better pedagogic practices?

HYPOTHESIS

The researcher's personal observation of the oral utterances of students at his university and a careful scrutiny of previous studies on the subject led him to hypothesize that the errors of usage committed by Saudi EFL learners fall into particular patterns which can be studied to derive further insight to feed into better pedagogic practices in English.

OBJECTIVE OF THE PRESENT STUDY

The present study is an analysis of the actual sentences uttered by Arabic EFL learners at the University Preparatory Year program, with a view to investigate if there exists a particular pattern of errors in the utterances of these foreign language learners, and whether some pedagogic insights can be drawn from the patterns of errors. The paradigm of investigation is phonological, morphological, and syntactical appropriacy in the use of English.

METHODOLOGY

The present study has been conducted using qualitative research methodology. The data, i.e., learners' actual utterances in English, have been collected through a speaking test. The utterances were recorded and transcribed for further analysis. Initially, Bushong and Mihai (2012)'s error

inventory (given below) was used to analyse the types of errors, but later it was realized that the inventory was not sufficient for the purpose as the types of errors outnumbered the errors listed there, and further 'types' of errors were added by the researcher himself.

Bushong and Mihai (2012)'s Error Inventory

Error type
Fragment sentence
Comma splice / run on sentence
Subject-verb agreement
Wrong tense
Wrong word choice
Wrong word form
Wrong noun form
Missing word/Unnecessary word
Wrong or missing article
Wrong or missing preposition

Keeping in view the objectives of the study, it was designed to be a confirmatory flexible case-study research, working on a stated problem – that is, the researcher's objective was to test and confirm the empirical truth of a preconceived hypothesis he had framed in the process of his general observation of students at his university and the information gathered from previous research works on the subject, through analysis of data collected from students.

Research Setting and the Participants

The present study was conducted selecting participants from Preparatory Year students studying English at Northern Border University, Arar (Kingdom of Saudi Arabia), both male and female students. In Saudi Arabia a uniform system of education is followed and students from all the streams of education have to undergo mandatory training in English for a year before they choose their major subjects of study at the university. There is no co-education in Saudi Arabia, but participants from both the sexes were selected for the present study. The ages of participants ranged between 18 to 22 years. Teaching of English in Saudi Arabia begins from standard 5, and by the time a student joins university s/he has learnt English language for 6 years. The students selected for the present study were supposed to have a good working knowledge of English with clear understanding of time, tense, syntax, English lexicon, and correct accent (in Saudi Arabian education system standard British accent, termed as 'Received Pronunciation' is followed).

Sampling and Sample Size

To minimize bias in responses, a random selection technique was followed in selecting the participants for data collection. Owing to a uniform system of education in Saudi Arabia, no problem was faced in randomized selection, either in the selection of participants or in the selection of tests materials. Equal number of participants from both sexes, male and female, were selected. A total of 100 participants (50 male and 50 female) were selected for the study.

Data Collection: Instrument

Speaking Test

The test comprised of short interview questions eliciting information on students' active use of English language. The test was conducted by the researcher himself asking the questions and recording students' responses. At the same time, the participants were handed over the printed sheets of interview questions with spaces for answers, to write down their answers which were to be used for analysis for the main study. The purpose of this test was to collect as many authentic utterances as possible from the participating students. Since the orientation of these question was similar, same questions were asked from different students. This was done to avoid bias in data collection, and yet there was found enough variety in the students' utterances as well. The data thus collected were analyzed from linguistic perspective.

The test instrument was validated for reliability, feasibility and accuracy through (i) a pilot study conducted with a small number of students (10 male and 10 female students), and making necessary modifications in the interview questions, and (ii) getting advice from expert professors at the university. Moreover, a similar kind of tests are part of general speaking tests conducted for continuous assessment as well as semester-end exams for Prep. Year students, so they were familiar with the items in the test instrument. The researcher sought help from female teachers to conduct the survey and tests at the female campus since in Saudi Arabia there is no coeducation and the two campuses are at different locations. The criteria followed to choose the student participants were that (i) it should be a group of students with mixed capabilities as in a class there are students with all types of capability levels – high, medium and low, and (ii) at least 50% of the participants should be chosen from 1st semester group as English is taught in the Preparatory Year for two semesters. Students in the 2nd semester classes are found to be a little better than their peers in the 1st semester.

Procedure

Interviews were conducted by the researcher with students individually. Students were interviewed in informal settings, such as the cafeteria, library and computer rooms. The interviews were tape-recorded with participants' permission. This was done in order to have the exact texts ready for transcription and analysis, as well as for ease of conducting the interview since note-taking may have interrupted the process. At the time of actual interview sessions, in case of any doubts, clarifications were made on the spot.

Data analysis and interpretation

The researcher asked 10 questions from each participant. In addition to responding orally, the participants were required to write their responses on a given sheet of paper. The responses were marked for accuracy of vocabulary, word spellings and grammatical correctness of sentences. (See Appendix for the sample utterances of the participants).

To analyse the collected data, the following aspects of linguistic accuracy were used as parameters:

1. Phonological aspect
2. Morphological aspect
3. Syntactic aspect

1. Phonological Aspect

Phonological / phonetic difficulties are the difficulties of foreign language learners in grasping the correct place and manner of articulation of sounds, vowel length and rounding / unrounding, etc. features. For the present study, the discussion is confined to learners' difficulties with certain consonant sounds and the allophonic variations of certain consonant sounds in English since the difficulties with vowels is a vast area and a deeper analysis of errors of the sampled population in using vowels is beyond the scope of the present study. The researcher's chief concern is to identify phonetic/phonological errors of students and investigate whether those errors form a particular pattern. Thus, the phonological analysis of errors in the respondents' utterances in the foregone section was confined to the following points only -

1. Recognition of some vowels / distinguishing one vowel from the other
2. Vowel length
3. Place and manner of articulation of vowels
4. Rounded / unrounded distinction
5. Open /close distinction
6. Pure vowels / Diphthongs
7. Distinction between two diphthongs
8. Voiced / voiceless consonants
9. Place and manner of articulation of consonants

1.1. Difficulties in comprehension of consonant sounds

A very common difficulty faced by Arabic speakers is in the articulation of some English consonant sounds, especially some of the sounds involving voiced/voiceless distinction and the other related to place and manner of articulation. Given below are a few examples noticed in the speeches of the research participants.

Sentences marked with an asterisk (*) and numbered with **a.** are the actual sentences spoken by the participants, and as it is they are unacceptable. Sentences numbered with **b.** are the suggested possible sentences, though at times it is not clear what the students wants to utter.

(a) Voiced / Voiceless distinction errors

(I) /p/ (bilabial, plosive, voiceless), replaced by /b/ (bilabial, plosive, voiced)

1a. *I'm go to arborat.

1b. I go to *airport*.

2a. *He is boles man.

2b. He is a *police* man.

3a. *I like phone ifon prad.

3b. I like iphone *brand*.

(II) /f/ (labio-dental, fricative, voiceless) replaced by /v/ (labio-dental, fricative, voiced)

1a. *Harfard university.

1b. *Harvard* University.

(b) Place and manner of articulation errors

(I) Distinction between fricative and affricate sounds - **tʃ** (post-alveolar, affricate, voiceless) and **ʃ** (post-alveolar, fricative, voiceless)

1a. *My father it work tetshar.

1b. My father works as a *teacher*.

(II) /θ/ (dental, fricative, voiceless), replaced by /t/ (alveolar, plosive, voiceless)

2a. *Otillo.

2b. Othello.

2. Morphological Aspect

2.1. Problem in recognizing separate morphemes in a sentence

Analysis of the sampled speech display that some students cannot recognize the boundaries of several morphemes. For examples:

1a. *My father's *inoccupation* teacher.

1b. My father's occupation is teaching.

2a. *I wish *atesher*.

2b. I wish to be a teacher.

3a. *I'd like to be a *angneering*.

3b. I'd like to become an engineer.

4a. *Meby *towhours*

4b. Maybe two hours.

2.2. Spelling errors

Spelling seems to be the most challenging area for Saudi students. The students selected for this study were given to speak simple sentences where they were to use extremely simple words with easy spellings. Here are a few samples of the obtained results:

1a. *I like apply phone

1b. I like *Apple* iphone.

2a. *I lik iphon apall

2b. I like Apple iphone.

3a. *I like phone ifon prad.

3b. I like iphone brand phone.

4a. *I lik samssoong

4b. I like Samsung.

5a. *I like Galaksy.

5b. I like Galaxy.

6a. *I lik samsung or Hwwi

6b. I like Samsung or Huawei.

7a. *I like ipon.

7b. I like iphone.

8a. *I like Iphone mobile.

8b. I like iphone mobile.

The spelling of *Egypt* was recorded with the following variations:

*In *ajedt*.

*In *Ijabt*.

*In *Inejabt*.

- *in *Egyet*.
- *in *Egebt*.
- *Cairo you is in *Eeabt*.
- *Cairo it is *ajpt*.
- *is in *Eejept*.
- *I cairo it is *Egept*
- *Cairo in *igbt*.
- **Egbad*

9a. *nem is English.

9b. The name is English.

10a. *I wash zawamby

10b. I watched Zombie.

11a. *I didn't watche.

11b. I didn't watch.

12a. *I wiced English TW I Lat.

12b. I watched English film Twilight.

The spelling of *Oxford* was recorded with the following variations:

- *Xford university.
- *exifor.
- *Se ex for
- *Exford.
- *Eexfor
- *Xfoard
- *Xfor university.

13a. *I want to be an excellen engineer.

13b. I want to be an excellent engineer.

2.3. Lack of lexical repertoire

Students selected for this study displayed a very limited repertoire of English vocabulary, and that is a major drawback in their foreign language learning. Scholars working in the field of language theory and praxis as well as educational psychologists believe that in the initial stages of second language learning learners can easily manage their communication needs with a limited knowledge of grammar if they are able to build a good repertoire of target language vocabulary. Scrivener (1994) believed that vocabulary is a powerful carrier of meaning and that language learners, for instance, English learners, do quite often manage to pull off communication in English by using the accumulative meaning of each single word. As an example, a learner gets across much of his message/meaning saying "Tomorrow. Come party. Friends come. Enjoy. Fun." though the essentials of grammar are missing here, but meaning is clear through the vocabulary alone. According to Rubin and Thompson (1994), the crux of mastering a foreign language lies in learning of vocabulary, since speaking, understanding, reading, or writing a foreign language without knowing a lot of words is just impossible. Schmitt and McCarthy

(1997) also put huge emphasis on vocabulary learning by language learners to gain fluency in a foreign language. Kennedy and Bolitho (1984), Dubin and Olshtain (1986), Wallace (1988), Rossner & Bolitho (1990), Taylor (1990), and Willis (1990) also emphasize the important role of vocabulary in language learning.

Saudi students' lack of common English vocabulary may be gauged by the mistakes the selected group of students have committed in using the simplest and the commonest English words, such as, like, policeman, engineer, doctor, teacher, phone, and so on. A few examples will suffice to bring the point home:

- 1a. *I *lik* brand.
- 1b. I like brand.
- 2a. *I like *aef*.
- 2b. I like iphone.
- 3a. *He is a *poles*.
- 3b. He is a policeman.
- 4a. *He is a *polic ofecer*.
- 4b. He is a police officer.
- 5a. **Pooles ofsser*.
- 5b. Police officer.
- 6a. *He is a *plie* officer.
- 6b. He is a police officer.
- 7a. *He is *polise*.
- 7b. He is a policeman.
- 8a. *He is *boles* man.
- 8b. He is a policeman.
- 9a. *He is *polic*.
- 9b. He is a policeman.
- 10a. *I job father a *tucher*.
- 10b. My father is a teacher / My father's job is teaching.
- 11a. *I study *fore*.
- 11b. I study four hours.
- 12a. *I study 1 *mnt*.
- 12b. I study one minute.
- 13a. *I study 3 *aur*s.
- 13b. I study 3 hours.
- 14a. *In *fly* or car.
- 14b. By aeroplane or by car.
- 15a. *I have *ners*.
- 15b. I wish to be a nurse.
- 16a. *I *wash tachar*.
- 16b. I wish to be a teacher.
- 17a. *I *watch a tucher*.
- 17b. I wish to be a teacher.
- 18a. *I wish *atesher*.

18b. I wish to be a teacher.

Vocabulary knowledge is not just the knowledge of words in foreign language and their meanings or equivalents in the first language. The knowledge also involves knowing correctly the form of the words, their sounds, their collocation, their syntactic categories, their syntactic functions and even the suprasegmental features, such as accent, rhythm and intonation the words carry in connected speech. The students selected for the present study displayed a very poor understanding of all these aspects of the foreign language vocabulary in general. This is one potential reason for their weak communication capabilities in English.

2.4. Lack of knowledge to distinguish between words

Vocabulary knowledge implies clearly knowing one word from the others, technically speaking, the knowledge of paradigmatic relationship between words. The majority of students tested for this study displayed a lack of knowing one word distinctively from the other. A few examples are cited below.

- 1a. *I study English at home 2 *our*.
- 1b. I study English at home for 2 hours.
- 2a. *I go to Riyadh *care*.
- 2b. I go to Riyadh by car.
- 3a. *I go to Riyadh *bay* car.
- 3b. I go to Riyadh by car.
- 4a. *I *heve* 7.
- 4b. I have 7 siblings.

2.5. Errors arising from wrong use of plurals

Some students used a plural noun where a singular noun was to be used, while others used a singular noun where the requirement was a plural noun. For example:

Q. How many hours a day do you study English at home?

A. *Maybe one *hours*.

Q. How many members do you have in your family?

A 1. *I have two *brother* and one sister.

A 2. *I have 4 *brother* and 3 *sister*.

2.6. Errors arising from wrong perception of word spellings

Sometimes learners perceive spellings of words wrongly, for various reasons, such as sounds, pronunciation, accent, and so on. Such errors were found to be numerous in the speech of the learners tested in this study. A few examples follow.

- 1a. *I *liek eiphon* brand.
- 1b. I like iphone brand.
- 2a. **Zompy*.
- 2b. Zombie.
- 3a. *I like *mopile* iphon.
- 3b. I like mobile phone.
- 4a. *I *stude* at home one our.

- 4b. I study one hour at home.
5a. *I have *sxi*.
5b. I have six siblings.
6a. *I have *ners*.
6b. I wish to be a nurse.
7a. *My father is at *hom*.
7b. My father is at home.
8a. *I wish a *nuears*.
8b. I wish to be a nurse.
9a. *I lik English *failm*.
9b. I like English films.
10a. *Cairo in *cantre*.
10b. Cairo is in the centre.
11a. *My father's *Palacman*.
11b. My father is a policeman.
12a. *I wish a *tycher*.
12b. I wish to become a teacher.
13a. **Here borter*.
13b. Harry Potter.
14a. *I lik stud in *Kambreg*.
14b. I like to study at Cambridge.
15a. *I watched game of *throns* yesterday.
15b. I watched Game of Thrones yesterday.
16a. *Games *fo thons*.
16b. Game of Thrones.
17a. *I don't *no*.
17b. I don't know.
18a. *I have *naine*.
18b. I have nine.
19a. *I have *tain*.
19b. I have ten.

2.7. Errors Arising from wrong use / omission of prepositions

- 1a. *I want to *by* docter.
1b. I want to be a doctor.
2a. *I would like study at Oxford.
2b. I would like to study at Oxford.
3a. *I would like be an engineering. (missing to)
3b. I would like to be an engineer.
4a. *I would like engineer.
4b. I would like to become an engineer.
5a. *Director the office of the vice-Dean of the university.
5b. He is the director of the office of the vice-dean at the university.

3. *Syntactic Aspect*

3.1. *Using fragmented sentences*

This is noticed to be a very common error in the sentences spoken by the subject students in this study. Students either put a group of words together or left the sentences incomplete. Such examples are numerous and abundant, but here are presented only a few samples, as follows:

- 1a. *To in the plan.
- 1b. I go to Riyadh by air (plane).
- 2a. *Director the office of the vice-Dean of the university.
- 2b. He is the director of the office of the vice-dean at the university.
- 3a. *In the car.
- 3b. I go by car.
- 4a. *I am go.
- 4b. I go by car.
- 5a. *By my car.
- 5b. I go by my car.
- 6a. *Maybe twohours.
- 6b. I study at home, maybe two hours.
- 7a. *Police.
- 7b. He is a policeman.
- 8a. *Victoria.
- 8b. I would like to study at Victoria University.
- 9a. *My car.
- 9b. I go by my car
- 10a. *My father occupation.
- 10b. My father's occupation is.....
- 11a. *Is policeman.
- 11b. He is a policeman.
- 12a. *is in Eejept.
- 12b. It is in Egypt.

3.2. *Errors of time, tense sequence, etc.*

Errors of time, tense sequence etc., also appear to be rampant among Saudi learners of English. Auxiliary verbs denoting present time are quite often used with verbs in the past, or auxiliary verbs denoting past or perfect action are used with verbs in the present tense. A few examples:

- 1a. *I don't watched.
- 1b. I don't watch TV.
- 2a. *I have watches game of thrones.
- 2b. I have watched Game of Thrones.
- 3a. *I didn't watched.
- 3b. I didn't watch anything.
- 4a. *I don't watched TV.
- 4b. I don't watch TV.
- 5a. *He is retire.
- 5b. He is retired.

- 6a. *I went to Riyadh by car. (wrong use of past)
6b. I go to Riyadh by car.
7a. *I'm going to Riyadh by plane. (progressive use)
7b. I go to Riyadh by air.

3.3. Errors of article use / omission

Articles, both definite and indefinite articles, pose a serious challenge to Saudi foreign language learners. The often omit 'the' from their sentences and use a/an erroneously. For example, have a look at the students' utterances below:

- 1a. *I'd like to be *a* angneering.
1b. I'd like to become an engineer.
2a. *I hope to be *engineering*.
2b. I hope to become an engineer.
3a. *My father is doctor.
3b. My father is *a* doctor.

3.4. Auxiliary use / No use / Wrong use

It is noted by the researcher that Saudi Arabian learners of English are generally confused about the use of auxiliary verbs. A few example sentences will make the point clear:

- 1a. *I don't watched.
1b. I didn't watch.
2a. *He is not work.
2b. He doesn't work.
3a. *I'm going to Riyadh by plane.
3b. I go to Riyadh by plane.
4a. *I love is tachar.
4b. I love teaching.
5a. *Cairo in igt.
5b. Cairo is in Egypt.

3.5. Repetition of pronoun

Saudi Arabian learners of English are noticed repeating pronouns in their oral as well as written English, especially the pronouns 'you' and 'it.' Look at the example sentences from respondents' utterances:

- 1a. *Cairo *you* is in Eeabt.
1b. Cairo is in Egypt.
2a. *Cairo *it* is Ajapt.
2b. Cairo is in Egypt.
3a. **I* Cairo *it* is Egept.
3b. Cairo is in Egypt.
4a. *My father *it* work tetshar.
4b. My father works as a teacher.

3.6. Problems with forms of 'Be'

Forms of verb 'Be' also pose a serious challenge to Arabic learners of English in general and to Saudi Arabian EFL learners in particular. They are found to use the forms of 'Be', especially 'is,' 'are,' and 'am' for all purposes. A few examples are reproduced below:

- 1a. **I'm going* to Riyadh by plane.
- 1b. I go to Riyadh by plane.
- 2a. **I love is* tachar.
- 2b. I love teaching.
- 3a. **I m* go.
- 3b. I go.
- 4a. **I'm* go to arborat.
- 4b. I go to airport.
- 5a. **Im* study 2:00 hours in 1 day.
- 5b. I study two hours per day.
- 6a. **It's* talk about the sentenses and skills.
- 6b. It talks about sentences and skills.
- 7a. **My father is* job restrend
- 7b. My father's job is in a restaurant.
- 8a. **I would like to* engineer.
- 8b. I would like to be an engineer.

Other common errors of linguistic usage noticed in the oral English of the participating students are as follows:

3.7. Substitution of pronouns – Possessive pronoun for objective pronoun

- 1a. **In me* car.
- 1b. in my car.
- 2a. **I* job father a tucher.
- 2b. My father's job is teaching.

3.8. Deletion of copula

- 1a. **My father's in*occupation teacher.
- 1b. My father's occupation is teaching.
- 2a. **My father's occupation* doctor.
- 2b. My father's occupation is medicine.
- 3a. **I* job father a tucher.
- 3b. My father's job is teaching.
- 4a. **My father* job poles.
- 4b. My father's job is in police.
- 5a. **My family five* men women in for.
- 5b. There are five members in my family.
- 6a. **My family 4* booy.
- 6b. In my family there are four boys.
- 7a. **Cairo in* igt.
- 7b. Cairo is in Egypt.

3.9. *Pro Drop*

- 1a. *is in Eejept.
- 1b. It is in Egypt.
- 2a. *In polis man.
- 2b. My father is a policeman.
- 3a. *In the car.
- 3b. I go to Riyadh by car.
- 4a. *In fly or car.
- 4b. I go to Riyadh by air or by car.
- 5a. *nem is English
- 5b. It's name is in English.

3.10. *Incorrect sentence structure*

- 1a. *I study English hours one.
- 1b. I study English for one hour.
- 2a. *I lik iphon apall
- 2b. I like Apple iphone.
- 3a. *I like phone ifon prad.
- 3b. I like iphone as a brand.
- 4a. *I wish to work engineering at big company.
- 4b. I wish to work as an engineer at a big company.

3.11. *Miscellaneous Errors*

- 1a. *I like to be *electric* engineer. (Omission of suffix -al)
- 1b. I'd like to become an electrical engineer.
- 2a. *My *father* occupation is *pollice* officer. (Omission of possessive marker)
- 2b. My father's occupation is police officer.

CONCLUSION

It is evident from the discussion and the examples cited above that Saudi EFL learners make numerous errors in their spoken English pertaining to the phonological, morphological and syntactical aspect of language use. The literature on the issue suggested students had certain pronunciation problems, specifically in articulating certain consonant sounds, but the findings of the present study are that the errors go beyond pronunciation problems and owe to various sources. For instance, Al-Badawi (2012) believes that Arabic speakers commit articulation errors under negative mother tongue influence, such as substitution of /p/ and /v/ with /b/ and /f/ respectively that "these errors occur due to the absence of /p/ and /v/ in the Arabic phonological system, and thus reflect negative L1 interference (p. 537) But it is found that learners are prone to use some other sounds, which exist in Arabic phonology, also wrongly. One of the aims of the present study was to see if there exists a pattern in the errors of learners. The evidences, supporting the first hypothesis through research, suggest a patterned repetition of errors in the utterances of participants. The participants are found to commit morphological and syntactical

errors too in a predictable pattern. Sawalmeh (2013) in his research findings discusses ten common errors, viz., verb tense, word order, subject/verb agreement, pronouns, spellings, capitalization, prepositions, articles, double negatives and sentence fragments. The findings of the present study show more than ten types of errors.

As to the second research hypothesis, the findings suggest that the predictable pattern of phonological, morphological and syntactical errors can be used by concerned teachers to reflect upon his/her pedagogical practices and bring in a few changes, if required, for better teaching of English. For instance, teachers should encourage loud reading in class. Although at this stage (University studies) there is not enough time to devote to practice loud reading, yet some time of the class, roughly 10-15 minutes every day, may be allotted to this activity since the benefits will outweigh the loss of time. Students should be engaged in out-of-class use of English, such as in the activities of an informal club, reading groups and sports clubs.

Strengths and Limitations of the Study

The major strength of the present research is that it studied the spoken English of adult Saudi EFL students, an area hitherto unexplored. The study identified some phonological, morphological and syntactical errors in their utterances not identified in other studies.

The major limitation of the study is that the researcher could not study the utterances of male and female students separately which could have thrown a different light on the issue. The second limitation of the study is that for lack of time and resources, the researcher couldn't test the efficacy of the steps suggested in the corrective measures since such a testing needs an experimental study with a working model.

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Appendix

Given below are a few representative utterances of the participants to the questions asked in the interview sessions. Responses of all the participants are not reproduced here for the sake of brevity.

Q. 1. What is your father's occupation?

- 1) My father's occupation polic man.
- 2) My father occupation.
- 3) My father's job.
- 4) In polis man.
- 5) My father's inoccupation teacher.
- 6) My father's occupation docter.
- 7) He is a poles.
- 8) He is a polic ofecer.
- 9) Pooler ofsser.
- 10) He is a plie officer.
- 11) He is polise.
- 12) He is boles man.
- 13) He is polic.
- 14) I job father a tucher.
- 15) My father is at hom.
- 16) Teacher.
- 17) My father job poles.
- 18) My father it work tetshar.
- 19) My father is job restrend.
- 20) He is retire.

Q. 2. How many members do you have in your family?

- 1) I have 10.
- 2) I have 8.
- 3) 12.
- 4) In 31.
- 5) I have a 13.
- 6) I have tain.
- 7) I have naine.
- 8) I heve 11.
- 9) 20 for.
- 10) My family five men women in for.
- 11) My family 4 booy.
- 12) Sex.

Q. 3. What job do you wish to have after graduation?

- 1) I wish have teacher.

- 2) I wish to have teacher.
- 3) In Tithar.
- 4) I wish to have after graduation teacher.
- 5) I wish have after teacher.
- 6) I wish have docter.
- 7) I wish to have teshar.
- 8) I wish teacher.
- 9) I have doctor.
- 10) I wich to have doctor.
- 11) I have ners.
- 12) I wash tachar.
- 13) I watch a tucher.
- 14) I wish atesher.
- 15) I'd like to be a angeeering.
- 16) mechanical enginner.
- 17) Ingener.
- 18) I want to be an excellen enginner.
- 19) I love is tachar.
- 20) I have police man.

Q. 4. How do you go to Riyadh?

- 1) I go to by car.
- 2) Sunday.
- 3) I.
- 4) I go to day plan.
- 5) I go to Riyadh care.
- 6) I go to Riyadh car.
- 7) I go Riyadh a bus.
- 8) I go to Riyadh a car.
- 9) Yes I can.
- 10) A car.
- 11) In the car.
- 12) In me car.
- 13) I'm go to arborat.
- 14) Car.
- 15) My car.
- 16) In fly or car.

Q. 5. If you get a chance to study in England, which university would you like to study at?

- 1) I don't know.
- 2) I don't no.
- 3) Xford university.
- 4) exifor.
- 5) Se ex for.
- 6) Exford.
- 7) Eexfor.
- 8) Xfoard.
- 9) I m go.
- 10) Harfard university.
- 11) oxford universe.
- 12) boles man.

Q. 6. Which English or Arabic film have you watched on TV recently?

- 1) I didn't watche.
- 2) I watched TV Lost.
- 3) I wiched English TW I Lat.
- 4) I didn't watched.
- 5) I which saw.
- 6) I whicked saw.
- 7) I don't watched TV.
- 8) Gak shh.
- 9) I wash zawamby.
- 10) Captin america: civil war.
- 11) I don't watch.

Q. 7. How many hours a day do you study English at home?

- 1) I study 4.

- 2) I study 3.
- 3) I study fore.
- 4) I study 1 mnt.
- 5) I study 3 aurs.
- 6) I study English hours one.
- 7) Zero.
- 8) Meby towhours.
- 9) I study at home just when I've exam next day.
- 10) Im study 2:00 hours in 1 day.

Q. 8. Tell me the titles of a few English books.

- 1) I don't know.
- 2) I Headway.
- 3) nem is English.
- 4) I Head way plus.
- 5) I like book Al-haihain Britania.
- 6) English books.
- 7) Precalculus.
- 8) It's talk about the sentenses and skills.
- 9) English.
- 10) No books.
- 11) Otillo.
- 12) I don't like books.

Q. 9. Which country is Cairo in?

- 1) In ajedt.
- 2) In Ijabt.
- 3) Inejabt.
- 4) in Egyet.
- 5) in Egebt.
- 6) Cairo you is in Eeabt.
- 7) Cairo is ant.
- 8) Cairo it is ajpt.
- 9) is in Eejept.
- 10) I cairo it is Egept
- 11) Cairo in igbt.
- 12) No.
- 13) Sattabool.
- 14) Egbad.

Q. 10. Which brand of mobile phones do you like the most?

- 1) I like phone.
- 2) I like Galaksy.
- 3) I lik samsung or Hwwi.
- 4) I like ipon.
- 5) I like hawawe.
- 6) I like liphone mobile.
- 7) I lik brand.
- 8) I like aef.
- 9) I like phone ifon prad.
- 10) I lik samsoong.
- 11) apple .
- 12) I like apply phone.
- 13) I lik iphon apall.

STRUCTURAL SHIFTS IN HUMOR TRANSLATION: A CASE STUDY OF SELECTED BOOKS FROM HORRIBLE HISTORY VOLUME

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ABSTRACT

The present study aimed at investigating the structural shifts and its frequency, in translation of fantasy texts from English into Persian. This study adopted Catford's view of shifts in translation as its theoretical framework. In order to answer the research question, a comparative analysis in English and Persian sentences was used. From Among the English history texts two volumes selected from Horrible History namely The Frightful First World War (2000) and the woeful Second World War (1999) by Terry Deary translated by Mehrdad Tuoyserkani. They explain events of war in humor language. Comparative analysis in this study indicated that the structural shifts in translation Horrible History from English into Persian included addition/omission, word order re-arrangements, shift of voice, shift of tense, negative/positive. Among these structural shifts, addition/omission with 107 numbers is the most common frequent shift. The result of this study suggested that those who are involved in learning the English language or translating texts from English into Persian should be knowledgeable not only in source language, but also in target language, for better analysis and efficient translation.

KEYWORDS: Translation, Translation shift, Structural shift, Children Literature and Humor.

INTRODUCTION

Due to shrinking of the world into what is called Global Village, and the multi-lingual nature of it and lack of knowledge or familiarity of all people with world languages, translation appears to be helpful as much as be possible. Its function and significance is hidden from no one. Its importance can be seen in all aspects of daily lives. In addition, the role of the translator is clear enough in introducing cultures, values and civilization to readers. Therefore, the translator has to develop understanding of the culture both source language and target language, so that he can translate source language to the target language properly. Besides that a translator should understand the context of a situation.

The term translation can inspire different meanings and connotations. It can refer to the translation of general or technical texts with various themes and genres or it can be regarded as a term describing a process in a translator's mind that leads to producing a text on paper (Hatim & Munday, 2004 cited in JELS, 2010). Translation peers always encounter different changes in equivalence within different language levels ranging from physical forms into the meaning.

Translation of children's literature is very similar to that of other literary texts. The more widely children read, the more open-minded they are likely to grow up. Translation of literature can enrich a child's world by providing glimpses into the lives and actions of young people in other parts of the world and fostering his understanding of cultural diversity. Despite the progress that has been made in understanding children's texts from other countries through the medium of translation and their importance, the need for research into and dissemination of the diversity of children's literatures is still acute. Yet translating children's literature has its own special feature; children's books have dual audience, children and adults (O'Dell, 1948). Research showed that appropriate content is of interest for everyone who selects, reads, tells, translates, edits, publishes, sells or promotes literature for children. This is because, it is widely accepted that literature is a major carrier of content and powerful medium for understanding the world (Xeni, 2007). According to Xeni (2006), for children it is easier to assimilate new information when this is presented within the structure of a story or a poem, whereas research activities that followed earlier attempts revealed that literature for children can meet essential need of the audience / readership in question and what is more give answers to lifetime matters.

The translation should be understandable for children. If there is a word or expression which is not known in their world, it should be replaced by something else or omitted because it causes confusion, ambiguity and sometimes misunderstanding. Lopez (2006) confirms this idea and believes that translator can, and should leave out things that are beyond children's comprehension.

Humor is an essential part of everyday communication and an important component of innumerable literary works and of art in general. Humor is a significant need of children which needs to be met in literature. Humor is used in everyday interactions, and occurred so normal that we don't even notice it. Vandaele (2002) stated that "This is a trivial issue for ordinary understanding, but an annoying and confusing one in the scholarly debate on humor" (p. 153). "Translating humor is fundamentally different from any other forms of translation and successful translation involves recreating in the target language text those features of the source language text that are relevant for the text to function for a certain purpose"(Kusssmaul, 1995, p.90). With a humorous text, the purpose is, for all practical purposes, always the same to elicit laughter. In a way the translator has less latitude with a humorous text, in that the translation should be able to function for the TL audience in a maximally similar way as the original text did for the SL audience, even if this were achieved by substantially altering it. Balancing between SL restrictions and TL demands, the translator is engaged in what could be compared to an exercise in tightrope walking, in that the immediacy of effect can easily be lost.

Over the last few decades, shifts of SL to TL translation have been discussed extensively in the field of translation studies. The term itself originated in Catford's (1965) work in which he devoted a specific chapter to the subject based on the notion that shifts are deviations from formal correspondence of the two texts involved in translation. Catford (2000) considers two kinds of shifts: (1) shifts of level and (2) shifts of category. The first type is a shift when a concept which is expressed by grammar in one language is expressed by lexis in another. The second is the Category shifts (2000) which are subdivided accordingly: (i) Structural shifts: Class shifts: (iii) Unit shifts or rank shifts: (iv) Intra-system shifts (cited in Vossoughi & Pourebrahimi, 2010).

LITERATUR REVIWE

Since 1950s, there have been a variety of linguistic approaches to the analysis of translation that have proposed detailed lists or taxonomies in an effort to categorize the translation process. One of the best-known and most representative phenomena in translation process is 'shift in translation.

The term 'shift' is used in the literature to refer to changes which occur or may occur in the process of translating. Since translating is a type of language use, the notion of shift belongs to the domain of linguistic performance, as opposed to that of theories of competence. (Blum-Kulka, 1986) Hence, shifts of translation can be distinguished from the systemic difference which exists between source and target language and cultures. Systemic differences, which pertain to the level of competence, are part of the opening condition for translation. (Blum-Kulka, 1986).

As a descriptive category, shifts are defined and identified retrospectively. They are reconstructed or reestablished during the description of actual, existing translations. The descriptive focus may be on the reconstruction of the translation process, or on the product, particularly with respect to its relation to the source. However, the distinction between process oriented and product-oriented description is not clear-cut. Process-related elements may play a role within the description of the product is the principal means for describing translation as a process (Lefever, 1979).

Statement about structural shift

The term structural shift seems to originate in Catford's. 'A Linguistic Theory of Translation' (1965), where he follows the Firthian and Hallidayan linguistic model which analyzes language as communication, operating functionally in context and on a range of different levels (e.g. phonology, graphology, grammar, lexis) and ranks (sentence, clause, group, word, morpheme, etc.) (Catford, 1965)

As far as translation is concerned, Catford (1980) makes an important distinction between formal correspondence and textual equivalence.

- A formal correspondent is any TL category which can be said to occupy, as nearly as possible, the 'same 'place in the 'economy' of the TL as the given SL category occupies in the SL. (Blum-kulka, 1986)

- A textual equivalent is “any TL text or portion of text which is observed on a particular occasion... to be the equivalent of a given SL text or portion of text”
- Catford (1980) considers two kinds of shift: (1) Shift of level and (2) shift of category. A level shift would be something which is expressed by grammar in one language and lexis in another. It has already been pointed out that translation between either of phonology and graphology-or between either of these levels and the levels of grammar and lexis is impossible. Translation between these levels is absolutely ruled out by the theory, which posits relationship to the same substance as the necessary condition of translation equivalence. We are left then with shifts from grammar to lexis and vice - versa as the only possible level shift in translation and such shifts are, of course, quite common. Examples of level shift are sometimes encountered in the translation of the verbal aspects of Russian and English. Both these languages have an aspectual opposition of very roughly the same type.

Most of Catford's analysis is given over to category shifts. The concept of 'category shift' is necessary in the discussion of translation but it is clearly meaningless to talk about category shift unless we assume some degree of formal correspondence between SL and TL, indeed this is the main justification for the recognition of formal correspondence in theory. Category shifts are departures from formal correspondence in translation. Category shifts involve structure shifts, class shifts unit shifts (rank changes) and intra system shifts (Catford, 1980).

Structural shifts

These are said by Catford (1980) to be the most common form of shifts and to involve mostly a shift in grammatical structure. For example, the subject pronoun + verb + direct object structures in English and French are translated by an indirect object pronoun + verb subject pronoun structure in Spanish and in Italian, or a subject - predicate object structure may be translated as a predicate subject - object structure.

Class shifts

Class shifts occur when the translation equivalent of a SL item is a member of a different class from the original item. Class shifts comprise shifts from one part of speech to another. An example given by Catford is the English “a medical student” and its French equivalent, where the English promoted adjective. “Medical” is translated by the adverbial qualifying phrase, in French (Catford, chapter 4) .An adjective may be translated by a noun or a verb.

Unit shift or rank shift

These are shifts where the translation equivalent in the TL is at a different rank to the SL. ‘Rank’ refers to the hierarchical linguistic units of sentence, , group, word and morpheme. A word may be translated by a morpheme or a group by a clause morpheme or a group by a clause.

Intra system shifts

There are shifts that take place when the SL and TL possess approximately corresponding systems but where the translation involves selection of a non-corresponding term in the TL system. Examples given between French and English are number and article system. Although

similar systems operate in the two languages, they do not always correspond. So, singular noun in English becomes a plural correspondence in French, or definite article in French becomes indefinite article in English.

Catford's model is an important attempt to apply to translation advances in linguistics in a systematic fashion. However, his analysis of intra-system shifts betrays some of the weakness of his approach. From his comparison of the use of French and English article systems in short parallel texts, Catford (1980) concludes that French Le/La/Les will have English the as its translation equivalent with probability, supporting his statement that 'translation equivalence does not entirely match formal correspondence'. This kind of scientific-sounding statement of probability, which characterizes Catford's whole approach and was linked to be growing interest in matching translation at the time, was later heavily criticized by, amongst others, Delisle (1982) for its static comparative linguistic approach, Henry (1984), reviewing Catford's book twenty years after publication, considers the work to be, by and large of historical academic interest only (Baker, 1992).

Translation of shift

When the focus is on the process, typologies of shifts generally attempt to account for the nature of translation operations and the considerations underlying certain decisions taken during the course of translation. Because the translation process is essentially a 'black box' (Holmes, 1972), any classification of shifts at this level has to be based on translation competence, that is, on the possible relationship and differences between systems or codes. But, since the empirical testing of cognitive processes involved in translation is problematic (think aloud protocols), process-oriented typologies tend to reduce theoretical, general translation competence to a specific translation ideal. A distinction is often made between obligatory and optional shifts (Robberecht, 1982; Toury, 1980; Van Den Broeck & Lefevre, 1979; Van Leuven Zwart, 1989). Obligatory Shifts are dictated by differences between linguistic systems, for example a lack of correspondence between related lexical items in the source and target languages (Kade, 1968).

As far as the product oriented view of shifts is concerned, the definition by Popovic (1970) may serve as a starting point: "all that appears as new with respect to the original, or fails to appear where it might have been expected, may be interpreted as shift"⁺⁻. In this definition three elements can be discerned: (a) a relationship between the source and target texts (new with respect to the original); (b) a relationship between the target text and its reception in the target system (where it might have been expected); and (c) a descriptive point of view (may be interpreted). The descriptive focus can be either on (a) or on (b). For example, a zero shift established at specific textual or linguistic levels in the source / target text relationship (i.e. an instance of invariance, where nothing new appears) may still be interpreted as a shift in terms of (b): by violating the expectations of the target system, a target text may acquire a function other than fulfilled by the source system.

Children literature and humor

In the area of children's literature studies first publications on the topic started to appear in the 1960s; Bamberger's observations in 1961 on the importance of translations are among the first to be found in any critical writing on children's literature. The focus of these early studies was not linguistic or theoretical; their authors – mainly librarians – were primarily interested in translations significant element for fostering international understanding through children's literature.

A growing interest in children's literature translation was indicated by the third conference of the International Research Society of Children's Literature in 1976 being devoted to that subject. Reiss was, however, the first to attempt a systematic approach to the subject based on her knowledge from the general area of translation studies. Reiss identifies the specific problems of translating children's literature in the context of her typology of texts and names three factors that justify its needing a special kind of study:

The asymmetry of the entire translation process: adults are translating works written by adults for children and young people the agency of intermediaries who exert pressure on the translator to observe taboos or follow educational principles, and children's and young people's (still) limited knowledge of the world and experience of life (1982, p.7- 8).

Freud believes that children humor development has three stages. Freud's three stages begin with the 'play' stage. Up to the age of two, children create incongruous combinations of words or objects during the 'play' stage. The second stage, 'jesting', is where children play with different joke formats. The final stage is where children are able to mask their sexual or aggressive nature within a joke. These theories of humor development were the beginning of further research into the field of children's humor, and Freud has influence in the work of Wolfenstein and others. Freud's developmental 'play' stages led other researchers examine humor development.

One key outlying theory in children's humor development states that humor is simply a social skill .This idea also ties in with Vygotsky's (1979) sociocultural theory. Kuchner and Keith-Spiegel describe how humor is a social component of childhood. Vygotsky believes that children learn through social interactions as well. However, Kappa asserts that verbal humor comprehension found in second stage in nine year olds. Because in this age understanding humor is more cognitively developed and requires increased verbal skills.

Translation of humor

Humor is known to challenge translators. It is often seen as a paradigm case of 'untranslatability': "When it comes to translating humor, the operation proves to be as desperate as that of translating poetry" (Diot 1989, p. 84). The relative or absolute untranslatability is generally related to cultural and linguistic aspects. To understand cultural untranslatability, we should think of our above-mentioned characterizations of humor. Humor occurs when a rule has not been followed, when an expectation is set-up and not confirmed, when the incongruity is resolved in an alternative way. Humor thereby produces superiority feelings which may be mitigated if

participants agree that the humor is essentially a form of social play rather than outright aggression. And the humor event is very visible due to physiological correlates: laughter, smiling, arousal. On the one hand, any translation failure will therefore be very visible: it is obvious that the translator has failed when no one laughs at translated humor. On the other hand, the translator of humor has to cope with the fact that the rules, expectations, solutions and agreements on 'social play' are often group or culture-specific. Parody, for instance, is only accessible to those who are at least vaguely acquainted with the parodied discourse. Imitations of accents are only imitations for those who know the original.) More generally Del-corral (1988) is in this idea that: Communication breaks down when the levels of prior knowledge held by the speaker/writer and by the listener/reader are not similar. While this is true of any communication, the breakdown is particularly obvious in the case of translated humor, whose perception depends directly on the concurrence of facts and impressions available to both speaker/writer and listener/reader (Del Corra, 1988, p. 25).

The particular problem with humor translation is that humor relies on implicit knowledge. Moreover, groups may have different agreements on what or who can be targeted in social play. In other words, humor depends on implicit cultural schemes (to be breached for incongruous purposes; to be known for the purpose of comical 'solution') and has its rules and taboos for targeting (telling what or who may be laughed at). Tymoczko (1987) claims, therefore, that one has to be part of a 'comical paradigm' to even appreciate – let alone translate – certain paradigm-specific humor. The cultural problem may be thus become ethical and political: a translator may be confronted with what s/he finds or assumes is culturally 'inadequate' humor; a regime or institution may censor or forbid certain types of humor.

As for the linguistic untranslatability of humor, scholars point at problems rooted in linguistic denotation and connotation (Laurian 1989), so-called 'local' varieties of language (dialects, socialisms, idiolects; see e.g., Del Corral 1988), and Meta linguistic or multilingual communication in which the linguistic form matters (wordplay, puns). Many of these problems cannot be strictly separated from cultural untranslatability and they pose translation problems outside humor too. The specific trouble with humor translation, however, is that humor has a clear penchant for (socio) linguistic particularities (group-specific terms and 'lects') and for metalinguistic communication. As a form of play, indeed, metalinguistic communication suits humorous purposes; and (socio) linguistic particularities can also strengthen humor because both phenomena regard, in Deacon's phrase, "the maintenance of group cohesion."

Regarding (socio) linguistic particularities, linguistic 'denotation' poses translation problems when humor builds on a concept or reality which is specific to a certain language. In the next comically intended communication, for instance, the concepts Oxbridge and dons – which automatically appeal to insiders and co-build humor – may make the translation of the humor more difficult.

These problems mean different things for translators and the various translation research traditions. Firstly, translators and prescriptive researchers tend to ask: 'How to translate well?'

'Well,' here, is usually determined by a faithful reading on the target text. 'The question is,' says von Stackelberg (1988, p.12), "should the translator be allowed to make us laugh at his own ideas rather than at those of the author?" 'We do not think so,' he replies to himself. This puts considerable pressure on the translator, and often leads to pessimism, that is, to the acceptance of Untranslatability. Secondly, Descriptive Translation Studies tends to ask: 'Is it translated?' and 'How is it translated?' The answer to these questions then informs the researcher about relations between cultures, groups, systems, translators. When translation is difficult, descriptive studies will be interested in solutions that tell something about the contact between these cultures, groups and agents. They will note, for instance, that humor may have various textual and ideological functions which all deserve to be taken into account. A descriptive comparison between a source and target text will not see humor as a homogeneous category (that what caused laughter) but will study its specific cognitive, emotional, social and interpersonal aspects (Vandaele, 2002). Small linguistic changes may e.g., keep 'the laughter' but change the specific emotional or interpersonal dynamics of the humor. Thirdly, there are studies which focus more on linguistic translatability than on cultural issues (Antonopoulou, 2002).

METHODOLOGY

This study was a comparative type of study. The principles of descriptive translation studies were combined with cultural studies and corpus-based Translation Studies. This approach was used to find the possible differences between Persian translations of English humor written for children done by a translator in Iran. In this research the researcher started with non-numeric data, i.e. a corpus or complex of words, sentences and clauses. The researcher, consistent with the nature of his field of study, translation studies, which is a social science, selected corpus from translation by comparing with source text according to Catford's theory to extract the ideal data in order to compare the texts (ST-TT) to arrive at answers to the devised research questions.

The Corpus of the Study

The corpus used for the purpose of this study was selected books from Horrible History books volume. In order to accomplish the above task the researcher used two volumes of Horrible History Books which written in English for children in humorous language. These books explain the events of First and Second

World War in humor. They were translated in Persian. These history humor books contained 120-130 pages. The books used are as follow:

- 1) *The Frightful First World War* (Terry Deary 2000) translated by Mehrdad Touyserkani جنگ فجیع جهانی اول (1392).
- 2) *Woeful Second World War* (Terry Deary 1999) translated by Mehrdad Touyserkani جنگ وحشتناک جهانی دوم (1392).

Procedure

After searching in the markets and the Internet in order to find the books containing children humor together with their Persian translations. Two volumes of *Horrible History Books* which written in English for children in humorous language by Terry Deary (1999) namely *The Frightful First World War* and *Woeful Second World War*. They are translated by Mehrdad

Touyserkani (1392) he is the only translator of these books. Their translations were selected because of their popularity in containing humor. After accessing the original texts and their corresponding translations, the main books were read sentence by sentence and word by word and finally a number of items carrying humor according to the definition of humor were identified. Researcher wanted to understand what kinds of shifts are applied in translation of humor in children literature, English to Persian according to Catford's shift. The researcher applied the method of comparison between source texts (English texts) and samples of translation in Persian. All sentences or paragraphs of each source text were compared with their sample translation in Persian. All structures were analyzed manually and the samples of structural shifts were identified and classified in tables under the following titles:

- Addition/omission
- Word order Re-arrangement
- Sentence voice
- Sentence Tense

Finally, the results were put into numerical modes and were shown in a table in chapter 4 and their percentages were elicited and the most and the least frequently used shifts were represented. Among the samples of structural shifts which were identified, the common ones are presented and discussed in respect of their possible effects on transfer of meaning through compensation.

RESULT AND DISSCUSSION

Here, each of structural shift strategy describe through examples found in the study that is also tabulate for the sake of convenience. Subsequent to tabulation of the samples, the researcher analyzed and interpreted the tables to calculate the frequency of each shift and justify the fluctuations of each category across the table.

shifts	Examples
1) Addition/omission	<p>Addition q If the statue fell the British soldiers would be <u>terribly</u> discouraged, so the army set up strong cables to hold the Virgin Mary in her perilous place. (p36) این باور خرافاتی چنان در بین افراد شایع شد که اگر مجسمه سقوط می کرد روحیه ی سربازان بریتانیایی را در هم می شکست به همین دلیل به دستور فرماندهان ارتش مجسمه مریم باکره را با کابل محکم کردند تا علی الحساب همان جا در آسمان بماند. (ص36)</p> <p>Omission q If it's dangerous then one of <u>two things will happen</u>: You'll die or you'll recover. (p34) اگر زخم عمیق باشد یا می میرید یا بهبود می یابید. (ص34)</p>
2) Shift of word-order Rearrangements	<p>S/predicate: In the war all sorts of superstitions are believed. (p237) مردم در طول جنگ همه جور خرافات را باور می کنند. (ص99)</p> <p>Adverb position: That fly had <u>probably</u> had a picnic on a dead donkey a few minutes before. (p28) بعید نیست که مگس ها همان چند دقیقه ی پیش سر گرم سورچرانی روی لاشه ی گندیده یک الاغ بودند. (ص28)</p>
3) Shift of voice	<p>Passive to active q Back home in Exeter her pigeon loft <u>was blasted</u> by bombs. (p243) در راه بازگشت به اکستر با بمب مورد حمله قرار گرفت. (ص96)</p> <p>Negative to positive: q It <u>wasn't</u> till 1908 that Britain had any spy catchers- the Secret Service Bureau. (p.47) در سال 1908 بریتانیایی ها یک دایره ضد جاسوسی به نام دفتر خدمات سری تأسیس کردند. (ص47)</p>
4) Shift of tense	<p>Present to past: The first thing you know about the air is when you wake up dead. (p24) اولین چیزی که از حمله هوایی می فهمیدید این بود که حمله تمام شده و شما هم کشته شده اید! (ص24)</p>

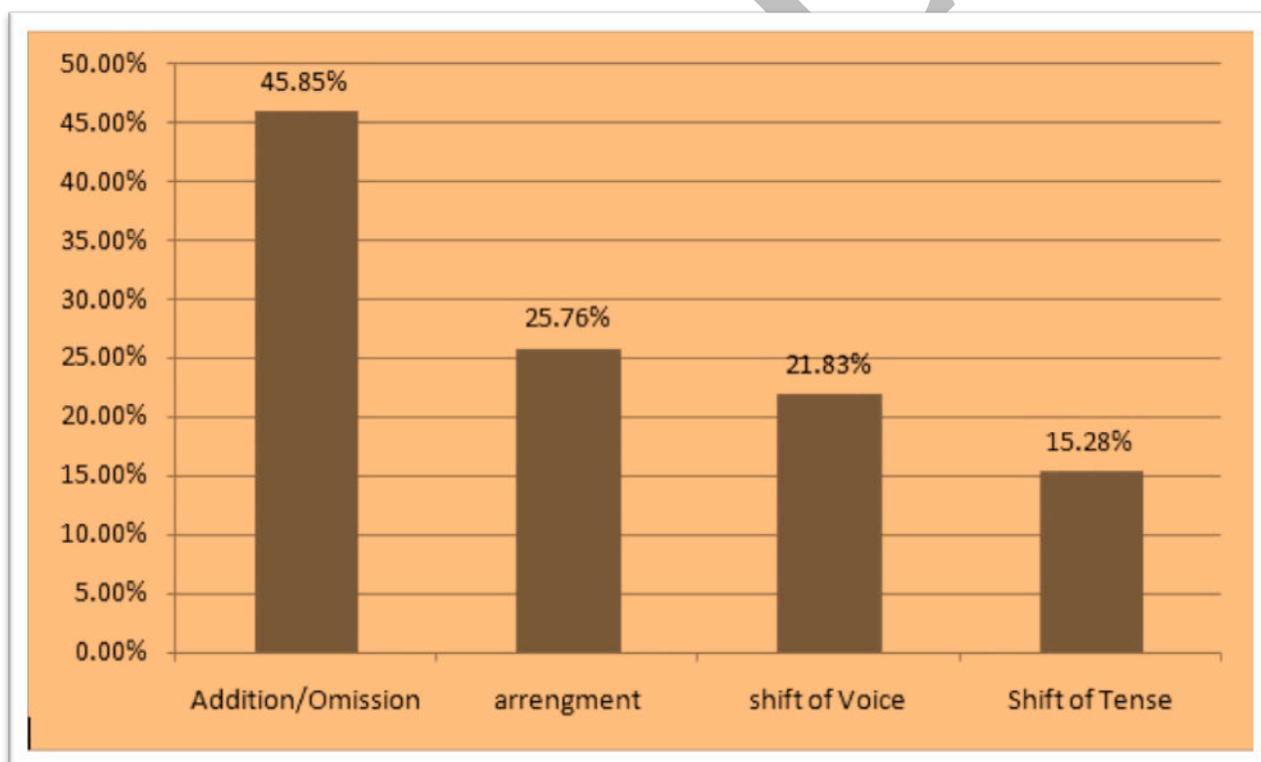
In this study 295 sentences were collected to investigate their changes in structural shifts. So the finding of the research show that 55 cases are addition (table 1) 50 are omission (table2) and 50 cases are word order rearrangements. Among the structural shift identified 40 cases are refer to shift of voice and 35 cases refer to sift of tense.

So the statistics study show that addition /omission had the most frequent structural shift in children humor from English in to Persian. Actually addition/omission with 105 cases has the most in transfer meaning.

It is true that the main task of the translator is to transfer the message of the source language text into the receptor language, but finding absolute equivalence is almost impossible to be actualized. After all culture put translation into the wide cultural environment, and it has large effects on translation. Since translating activity was complex involving many social and cultural elements, many issues involved in translating activity could not be explained or analyzed on the dimension of the linguistics. Bassnet (2012) has pointed out that operating translating cannot neglect the body that surrounds it, so the translator treats the text in isolation from the culture at his peril. For

example, there was an American joke in a newspaper: a man was arrested at the airport. Just because he was greeting his cousin Jack! All that he said was ‘Hi Jack’, but very loud. Nearly every American laughed when heard this. But when it was translated into Chinese, no one knew where the joking point was and it just can never be found! Translating such jokes, culture should be considered seriously to avoid those embarrass situation. So culture was very crucial to translation. Since the initial translation was word-to-word or literal translation, ignoring the cultural background, the translated texts were obscure and disordered. Even until now, many translators are just at war between literal translation and free translation, irrespective of the essential element-culture. By the use of these definitions, researcher is on idea that translator tried to make an atmosphere as source language but different between culture of ST and TT limit it.

Figure 1 indicated the frequency of structural shifts. As it is clear in this figure, from among the categories of structural shifts, shifts by addition and omission was the most occurring shift of translation of humors in children literature. At the second place, shift of arrangement has been recorded about 26%. At the third stage, shift of voice has been indicated to be the third occurring category. At the fourth stage, the shift of tense was the least occurring category of shifts



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CONCLUSION

Each language has its own system and forms, and these are to be changed when the same message is to be conveyed into another language, and it is this process of change which is called translation. This study set out to investigate the frequency of different kinds of structural shift (addition/omission, Word order Re-arrangement, shift of voice and shift of tense) based on the work by Catford that accord in the process of translating children humor literature text form English into Persian. Of the four kind of structural shift Addition/Omission was the most frequent and the shift of tense is the last frequent. So the translator used the technique of the addition and omission the most. In other word addition and omission are the applied procedure in translating children humor literature.

Other studies were done about structural shift such as Structural Shifts in Translation of Children's Literature by Akbari (2012) form Islamic Azad University, Science and Research Campus, Tehran, Iran. In her research Shift of Arrangement is the most frequent in translation of children translation.

Limitation of study

Like any other piece of research, the current research has faced up with some limitations. One of the issues which the researcher is encountered during the study is that the term 'shift' is used in the literature to refer to changes which occur or many occur in the process of translating. Since translating is a type of language use, the notion of shift belongs to the domain of linguistic performance, as opposed to that of theories of competence. This study applied the Catford's shifts on Persian translations of selected books from horrible history two volumes, *The Frightful First World War* and the *Woeful Second World War*, by Teary Deary (1945- 1918).Of course in the practical process of descriptive translation study, the influences of some factors such as setting, time, fatigue and etc. cannot be controlled by the researcher.

Implications of study

The findings of this research can provide guidelines for translators who need to gain the initial knowledge to take the steps. The results may introduce some usable hints on the application of the most frequent kinds of shifts in translation from English to Persian for university students majoring in translation studies. Since the most frequently applied kinds of shifts in translation of children literature humor texts from English to Persian proved to be structural shifts, awareness of such shifts may be set as part of the agenda of translation classes and workshops.

To this end, shifts which can be constructed or established during translation and are norm-governed phenomena and conform to universals of translation could be redefined positively as the consequence of the translator's effort to establish translation equivalence between two different language systems. Indeed, shifts are required and are indispensable changes in translation.

Translation trainees as well as novice translators can also benefit from this study to analyze source language sentences better and find their TL equivalents correctly. This study also improves the progression of trainees to be able to solve the future problems they face in translation. They can also benefit from this study to be more autonomous in their own tasks.

As far as translation is concerned, the notion of 'shift' is admittedly one of the most important areas has been investigated. It has discussed the multitude structural shift significance within the framework of the reflection on translation. So this research indicate that the most frequent structural shift in translating children literature humor are addition and omission with 45/85% percentage and after that is word-order arrangements with 25/76%percent and 21/835percent refer to shift of voice the last one is shift of tense with 15/28%percent. According to figure.2 and figure.3, in translation of children literature the case of humorous expressions the above structural shifts had the most and least percentage. As it is clear from the table, addition/omission something about 50%, arrangement of elements 26 %, voice shift about 22% and shift of tense about 16 % occurred. Among these structural shifts, addition omission, with 50% frequency is the most common shift.

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