



# Appendices

## CHAPTER II REVIEW OF RELATED LITERATURE

This chapter presents the theories which are related to this study in order to support the background of the study. The researcher also presents some similar studies about code switching as empirical reviews. Those empirical reviews are compared to this study to know the quality of this study.

### 2.1. Code

A code is a system used for communication between two or more parties. It might be in form of particular dialect or language that person choose to use in any occasion (Wardough, 1998). Code turns out to be languages, but they may also be dialects or other varieties, or even sets of prosodic contextualization cues. Meanwhile, Marjohan, (1998:48) state that, code may be an idiolect, a dialect a socialect, register or language. The speaker has linguistic repertoire, which consists of various codes in which each code have certain functions and perhaps some of them have similar function. The use of different codes depends on the variability of a language. According to those theories, the researchers can conclude that a code is a term of language variety used in communication and it might be in the form of a dialect or language. The speaker makes the choice as art of verbal strategy to identify herself with social categories and activities of the code symbolized. All the change of the code choice is use to symbolize the change in their own social status or their attitude towards the activities of the language symbolized.

### 2.2 Code Switching

Sometimes, people consider that code switching and code mixing have the same meaning. People in the bilingualism or multilingualism situation often change language or variety of languages. This situation depends on situation or the need for communication such as when a person uses a standard language when he meets his guest.

According to Zentella (1985) in William stated that code switching performs several functions first, people may use code-switching to hide fluency or memory problems in the second language (but this accounts for about only 10 percent of code switches). Second, code-switching is used to mark switching from informal situations (using native languages) to formal situations (using second language). Third, code-switching is used to exert control, especially between parents and children. Fourth, code-switching is used to align speakers with others in specific situations (e.g., defining oneself as a member of an ethnic group). Based on Grosjean in Herni (2003), code switching will only occur when the bilingual addressing another bilingual and even then the decision may be delayed for sometimes. Gal and Wardaugh (1998) in Suhendra (2011) also state code switching with the similar meaning. It is a conversational strategy used to establish, cross, or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations. It means that code switching has purposes and functions in communications. According to Hoffman (1991) state that, in the case of bilinguals speaking to each other, code switching can consist of changing languages in that of monolinguals or shift of style. It means that, in bilingual society, the activity to switch one language to another language is commonly used by its society.

Code switching is a means of communication to mix one language and another language in a single conversation. In the context of foreign language classroom, it refers to the communicative strategy used by the teacher to communicate with the students in order to make them easily understand about what is spoken. According to those theories, it can be said that code switching is a conversational strategy to mix one language and another language in a single conversation between two bilingual.

### 2.2.1. Types of Code Switching

Myers introduces three types of code switching, namely intra-sentential code switching, inter-sentential code switching, and interpersonal code switching. The

researcher used theory in this study to classify the types of code switching which was used by the English teachers of SMK Negeri 2 Singaraja. Here are explanations.

#### a. Intra-sentential Code Switching

This code switching is the simple type. It switches a phrase including a single word. The distinction of this type its occurrence will not change the base language. Grammatical words of the sentence can be analyzed to find the base language. Intra-sentential is like code mixing. The use of code switching does not depend on the context. It occurs because of the relaxation of the speaker in another words and informal situation.

#### b. Inter-sentential Code Switching

This type is broader than intra-sentential code switching in term of the language base. Alternation of this type is between sentences whereby the language base is changed.

#### c. Inter-personal Code Switching

This type of code switching occurs in terms of language base and occurrence which makes it similar to inter-sentential code switching. The only difference lies on the speaker. Interpersonal code switching involves two or more speakers who have turn to speak. This type is affected by the context. If this code switching occurs in different context it will not be a code switching. In other words context in this study plays an important role.

### 2.2.2 General Functions of Code Switching

Olmedo Williams (1981) as stated in Ari (2012) found out the general functions of code switching in a bilingual classroom. The theory was used by the researcher as guidance to analyze the functions of code switching used by the English teacher of SMK Negeri 2 Singaraja.

### 1. Regulatory (Reg)

This is to control behavior at the classroom and regulate turn taking.

### 2. Emphasis (Emp)

This functions to underline or stress a particular message. This category includes switches which are produced with a loud volume of voice and a stronger tone as well as a repetition in another language.

### 3. Attention (atT)

It functions for gaining recognition, giving order to pupils and asserting ability.

### 4. Lexicalization

This covers all switches that occur because of real lexical need. The speaker realizes that a particular expression in one language cannot be satisfactorily translated into the second.

5. Clarification (Cla) Clarification is appropriate to be used to reinsure comprehension, resolve miscommunication or ambiguity. This category can be in form of repeating, paraphrasing, and elaborating ideas in another language

### 6. Sociolinguistic Play (SoP)

This function is useful to amuse or keep somebody happy for teasing or insulting.

### 7. Addressee Specification (AdP)

This function is used when the speaker switches the language in order to address the directed speech to different listener.

8. Instruction (Int) This function is used for teaching vocabulary in target language. The common form of this switch is direct translation of a word phrase.

Therefore, in some case it may be regarded as an automatic and unconscious behavior. Nevertheless, either conscious or not, it necessarily serve some basic functions which may be beneficial in language learning environments. Mattson and Burenhult (1999: 61) said that, another explanation of code in this case, the teacher uses code switching in order to transfer knowledge to the students for clarity. However, the instruction said in native language may lead to some undesired student behaviors. **Some learners may lose interest in listening to the instruction which will have negative academic consequences**

### 2.2.3. The reason of code switching

People switch from one code to another code or different social situation. Janet Holmes (2000) mentioned that there are several reasons underlying the occurrence of code switching in the communication.

#### 1. Setting

Setting is the place where the communication takes place. Code switching comes into contact when the conversation is influenced by the setting. Setting here included: in what kind of situation the language used by the user. If it is in office the use of polite language is suggested.

#### 2. Participant features

Considering the participant feature in the communication or the people that we talk with might be someone who has different background or has close relationship with us. Here user tend to be see with who she or he communicate.

### 2.3. Empirical Review

A number of researches were conducted related to code switching, and the studies themselves concerned about several aspects that were existed.

Dita (2014) conducted the research that aimed to analyze the types, the functions, reasons and contributions of the use of code switching in the teaching and learning process at grade XI at SMAN 2 Singaraja. The data were obtained through observation in the classroom. In that research, the researcher found that the most dominant type of code switching by the English teachers was inter- personal code switching. She also found that the function of using code switching were for giving instruction, giving motivation, making clarification, emphasizing certain information, regulating turn taking, helping the teacher to make a joke, and giving appreciation. The reason of using code switching that she found in her research were for helping the teacher to deliver materials easily, helping the students to catch the lesson, establishing a comfort atmosphere in the classroom, helping the teacher to and regulating topic switch. Those were the results of the study conducted by Dita (2014).

Deni (2014) conducted the research that aimed at finding out code switching used by the male and female English teachers of eight grade at SMP Negeri 3 Sukasada. The subjects of the data were male and female teachers who taught English at SMP Negeri 3 Sukasada. The data were obtained through observation in the classroom. In that research, the researcher found that the most dominant type of code switching by the English teachers was intra-sentential code switching.

The researcher also found there were five functions used by male teacher. Those functions were emphasis, attention, clarification, sociolinguistic play, and instruction. The most dominant function used by male teacher was clarification function of code switching. Meanwhile, the most dominant function used by female teacher was emphasis function. There were several reasons of using code switching. Those reasons were the students had lack of registrar competence, students had lack of confidence to participate, teacher tried to make the students easier to catch the material, to emphasize particular point, and help the teacher easier to deliver the material. The relation of this research with those two researches was in the terms of the topics. Those two researchers analyzed the types of code switching which occurred in school environment which were produced by the teachers. Besides that, the functions and the reasons of using code switching also became the topics on

previous researches. The research method of those researches became a reference for the writer to conduct this research.





## CHAPTER II REVIEW OF RELATED LITERATURE

This chapter explains the theories that support the investigation of the strategy experimented in this study. The theories are explained theoretically and empirically. Theoretical review is covered by the theory of writing process, the theory of writing achievement, the nature and the procedures in implementing Project-Based Learning. On the other hand, empirical review shows the previous studies of Project-Based Learning done by other researchers.

2.1 The Writing Process Writing is one of the main language skills that should be mastered by students.

Writing is the use of graphic symbols which are arranged based on a certain convention to form words and sentences. Through writing, students are able to share ideas and feeling, and also persuade and convince others. Writing is categorized as a productive skill which means that the students should produce a writing product. Generally, writing is a way in sending message from the writer to the readers. Harmer (2007) also states that writing is used as a practice tool to help students to practice and work with language that they have been studying. Writing gives more time for students to think rather than they attempt spontaneous conversation. This allows them more opportunity for language processing or thinking about the language.

According to Harmer (2007), the process of writing involves planning, drafting, reviewing, editing, and producing. When students write, they should plan what they are going to write, draft it, review and edit what they have written, and then produce a final or satisfactory version of their writing.

### 1. Planning

In this stage, students plan and figure out about what they are going to write. It includes the theme or the topic and the purpose of the writing. Students can start

planning by determining the topic and then decide what they have to say about this topic.

## 2. Drafting

In this stage, students can express and connect their ideas. Students can write their ideas on the paper, organize the information logically, and develop the topic with details or supporting information. Students also can make an outline of their writing before drafting.

## 3. Reviewing

In this stage, students relook at their writing. In reviewing, students can change the order of the information or cut or add details and supporting information in their writing.

## 4. Editing

While reviewing focuses on making the content clear for the readers, editing focuses on the language of the writing. Therefore, during the editing stage, students should check their grammar, sentence structures, word choice, punctuations, capitalization, spelling, and mechanics in their writing.

## 5. Producing

The last stage of writing is to produce or publish the writing itself. When students produce their writing, they can submit their writing to the teacher and let the teacher or other students to read their writing.

## 2.2 Writing Achievement

Writing is a difficult skill to be learnt for many students. It is because the students are required to write and compose their writing by using their own choice of sentence structure and organize their own ideas in such a way that can be understood by the readers. It is difficult for students to choose the appropriate diction, to write

the appropriate spelling of the words, and to use the correct grammar and mechanics in order to make the readers can understand their writing clearly. An issue that makes spelling difficult for some students is the fact that the correspondence between the sound of a word and the way it is spelt. The reasons for teaching writing to students of English as a foreign language includes reinforcement, language development, learning style, and most importantly, writing as a skill in its own right. Students need to know how to write letters, how to put written reports together, and how to reply to advertisements. In language classes, teachers and students can take advantage of the presence of others to make writing a cooperative activity with great benefit to all those involved (Harmer, 2001). Group writing allows the teachers to give more detailed and constructive feedback since they are dealing with a small number of groups rather than many individual students (Boughey in Harmer, 2001). Writing in groups can be greatly motivating for students, including as it does not only writing, but research, discussion, peer evaluation, and group pride in a group accomplishment. In teaching writing, teachers can focus on the product of that writing or the writing process itself. When concentrating on the product, teachers are only interested in the aim of a task and in the end of the product. Meanwhile, teachers that are interested in the writing process, pay attention to the various stages that any piece of writing goes through. Written text has a number of conventions which separates it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, layout, and punctuation (Harmer, 2001). In writing, a writer produces a sequence of sentence as arranged in a particular order and linked together in certain ways (Byrne, 1988). The sentence may be very short, but because of the way the sentences have been put in order and linked together, they form a coherent whole. Moreover, Harmer also states that writing in particular has to be both coherent and cohesive. Coherent writing makes sense because students should follow the sequence of ideas and points. This may be chains of reference where students use language features such as pronouns and synonym to refer to ideas that have already been expressed. Cohesion is a more technical matter since students should concentrate on the various linguistic ways of connecting ideas across phrases and sentences. Students can use various linkers as well, such as for addition,

contrast, cause and effect, and time. If students are able to make a coherent and cohesion writing with good sequencing ideas, appropriate grammar, appropriate spelling, and correct punctuation, it can be assumed that the students have good writing ability in which it leads them to have good writing achievement. Jumarah (2013) states that writing is shown by their acknowledgement of the fundamental of writing. In analytic scoring, writing is rated on several aspects of writing or criteria rather than given a single score. Depending on the purpose of the assessment, writing might be rated on such features such as content, organization, cohesion, register, vocabulary, grammar, or mechanics (Weigle, 2002). According to Jacobs et al. (as cited in Weigle, 2002), writing is rated on five aspects of writing, namely content, organization, vocabulary, language use, and mechanics. The five aspects are differentially weighted to emphasize first content (30 points), and next language use (25 points), with organization and vocabulary weighted equally (20 points), and mechanics 16 receiving very little emphasis (5 points). All of these aspects have their own weight in which content has weight 30 points, language use has weight 25 points, organization and vocabulary has weight 20 points, and mechanics has weight 5 points. In addition, writing achievement in this study is defined as the ability of students to produce a qualified writing which is shown by their understanding of the fundamental of writing, such as content, organization, vocabulary, language use, and mechanics.

### 2.3 Project-Based Learning in EFL Classroom

Project-based learning is a learning method in which students plan, implement, and evaluate projects that have real-world applications beyond the classroom. Project-based learning refers to students design, plan, and carry out an extended project that produces an output such as a product, publication, or presentation (Patton & Robin, 2012). Bell (2010) also argues that project-based learning is a student-driven, teacher- facilitated method to learning. Students pursue knowledge by asking questions that increase their natural curiosity. Project-based learning requires the active participation of students and ensures the correlation of the lessons. Students will find solutions to their problems by asking questions, discussing their opinions, designing experiments, acquiring and examining data, obtaining results, conveying

their opinions and findings to other people, and asking new questions. Thomas (2000) argues that project-based learning is based on challenging and driving questions that involve students in problem-solving and decision making process. Through project-based learning, students find solutions to real world problems by asking open-ended questions, designing and conducting investigations, researching problem, gathering information, drawing conclusions based on the findings and reporting results. Furthermore, according to Blumenfeld (as cited in Erdem, 2012), project based learning is a comprehensive method towards learning in the classroom environment. Project-based learning is a key strategy for creating independent thinkers and learners.

According to Kubiato & Ivana (2011), project-based learning is a method for students. Project-based learning has the potential to enhance deep learning as students have to acquire and apply concepts and principles in solving authentic problems. Project-based learning is also believed to be able to promote critical and proactive thinking as they have to formulate plans and evaluate solutions. Furthermore, many researchers (Kucharski, Rust, & Ring, as cited in Pakici & Turkmen, 2013) emphasized that project-based learning plays a crucial role in increasing motivation of students. Project-based learning increases student's motivation, improves students' achievement, and provides positive learning experiences and authentic problem-solving opportunities. Project-based learning moves students from passive learning to active learning and is able to help students to improve their knowledge and their ability to apply prior knowledge in creating their final products. Project-based learning is effective because students have opportunity to develop their own projects as answers to questions they have developed on their own. It helps students to develop independence and creativity, responsibility, self-control and time management. They learn to work with others and respect the opinions and needs of others in their groups. Larmer (2015) also states that project-based learning is a powerful teaching method because it is able to motivate students, prepare students for college, careers and citizenship. Johnson & Johnson (as cited in Chiqita, 2013) state that project is defined as assignment which aims at having the students to produce a product. Students are expected to create a real thing related to the material that they learn. Through project-based

learning, students are given opportunity to express their idea and develop it by producing a product. The concept of project-based learning has a certain similarity with the notion of knowledge building. According to Larmer and Mergendoller (2010), a project is meaningful if students perceive the work as personally meaningful. In addition, Kleijer, Kuiper, De Wit and Wouters-Koster (as cited in Kubiak and Ivana, 2011) state that there are several characteristics of project-based learning. First, it involves self-responsibility of the students for thinking and learning. Second, it improves student's awareness. Third, it is able to make students to think and act from the scientific perspectives but in a practical application. Thomas (2000) found several characteristics of a project, including peer collaboration and group work. Building and understanding knowledge by themselves is needed because it enables students to have deeper understanding about the material. Having deep understanding about the material will lead the students to think creatively in order to produce a good product. A project should incorporate real-life challenges where the focus is on authentic or realistic problems where the solutions have the potential to be implemented. A project also should enable the students to work in group and work collaboratively. By working in group, students will be able to share their ideas and learn how to work with others.

According to Project Based Learning Handbook (2006) and a paper published by Education and Culture Ministry of Indonesia (2013), there are 6 (six) steps in implementing project-based learning in the classroom, including start with essential question, design a plan, create schedule, monitor the progress, assess the outcome, and evaluate the experience.

#### 1. Start with essential questions

The question that launches a project-based learning lesson must be one that engages the students. It is open-ended. It will pose a problem or a situation that the students can tackle knowing that there is no one answer or solution.

#### 2. Design a plan for the project

When designing the project, it is essential to select content standards to be addressed. Teacher should involve students in the planning process. Students feel ownership of the project when they have an active role in deciding the activities. Teacher also should know what materials and resources to be made accessible for students.

### 3. Create a schedule

In this stage, the teacher designs a timeline for project components. Teacher should realize that changes to the schedule will happen. Therefore, teacher should be flexible, but help students realize that a time will come when they need to finalize their thoughts, findings, and evaluations.

### 4. Monitor students and project progress

Teacher should teach students how to work collaboratively. The teacher can let the students to choose their primary roles but assume responsibility and interactivity for other group roles. Teacher also has to remind students that every part of the process belongs to them and needs their total involvement. Therefore, teacher has responsibility to monitor how students work during this project and how their progress in doing this project.

### 5. Assess the outcome

Assessment provides feedback for the students and helps the teacher in setting the standards. It allows the teacher to evaluate progress and to relate that progress to others. It gives students feedback on how well they understand the information and what they need to improve. Assessment also helps teachers design instruction to teach more effectively.

### 6. Evaluate the experience

Reflection and evaluation are very important parts of learning process. Teacher should be able to set a time for reflection and evaluation of the project activities and

allow students to do individual reflection, such as group reflection and discussion. Students can share feelings and experiences, and also discuss about what work well and what need to be improved. This reflection and evaluation will lead to a better project activity in the future.

Based on the definition, description, and procedures of the implementation of project-based learning above, this study used the six steps of implementing Project-Based Learning from Project-Based Learning Handbook (2006) and a paper published by Education and Culture Ministry of Indonesia (2013) as the guidance in giving treatment to the experimental group by using Project Based Learning. Those steps consist of starting with essential question, designing a plan for the project, creating a schedule, monitoring students and project progress, assessing the outcome, and evaluating the experience.

#### 2.4 The Conventional Method in EFL Writing Classroom

Conventional teaching method refers to a teaching method involving teacher and students interacting in a face-to-face manner in the classroom (Li, 2016). The teacher leads discussions in the classroom and focus on knowing content in textbooks and notes. The students only receive the information passively and memorize the information for their examination. It is a kind of teacher-centered learning that the learning process is commonly conducted based on the textbooks. The teacher follows the textbooks order in conducting the teaching and learning process. The learning process will be more like teacher-centered in which the teacher serves as the source of the knowledge and the students act as the passive receivers. Devinder and Zaitun (as cited in Li, 2016) note that many teachers are still using conventional teaching and have noted that in conventional teaching classrooms, while the teacher is explaining and writing on the board, the students will be copying the same thing onto their notes. It is difficult to stop students from copying the notes from the board and at the same time to ensure that every student was paying attention in the class because the teacher is too busy to explain the material.



Khalid and Azeem (2012) state that traditional method or conventional method consequently ignores the mental level of interest of the students. While the teacher writes the material on the board and explains the material to the students, the students feel bored and sleepy in which it leads them to have low interest and low motivation to learn. It also does not involve students in creative thinking and participation because students only receive the information from the teacher's explanation.

Conventional teaching is limiting the room for more creative thinking and also seldom considering individual differences (Li, 2016). In conventional teaching method, there is less chance for students to discuss the lessons or problems with their friends and they have less chance to work cooperatively. Khalid and Azeem (2012) also state that traditional or conventional method did not involve students in creative thinking and participation during the teaching and learning process. They also will be passive learners which have less participation during the teaching and learning process. In conclusion, conventional method is a teaching method in which the teacher is the cause of the learning process to occur. The teacher is the controller of the learning process, the source of knowledge, and the transmitter of knowledge while the students are passive receivers.

## 2.6 Empirical Study

Empirical review is pertinent to previous researches related to this study. In this study, Project-Based Learning is used as the treatment for the experiment group of students. Many researchers have conducted researches which showed the effectiveness of Project-Based Learning.

Liu and Hsiao (2002) discovered that academic performance and motivation towards learning are improved when using project-based learning with low, average and high ability middle school students.

Filippatou & Kaldi (2010) found out that pupils with learning difficulties can gain benefits through project-based learning in academic performance, motivation, cooperative learning, social acceptance and engagement in the learning process.

Noe and Neo (as cited in Tamim & Grant, 2013) also state that critical thinking in presentation, communication skills, and their ability to work effectively on a team were enhanced when they worked on a project-based learning activity.

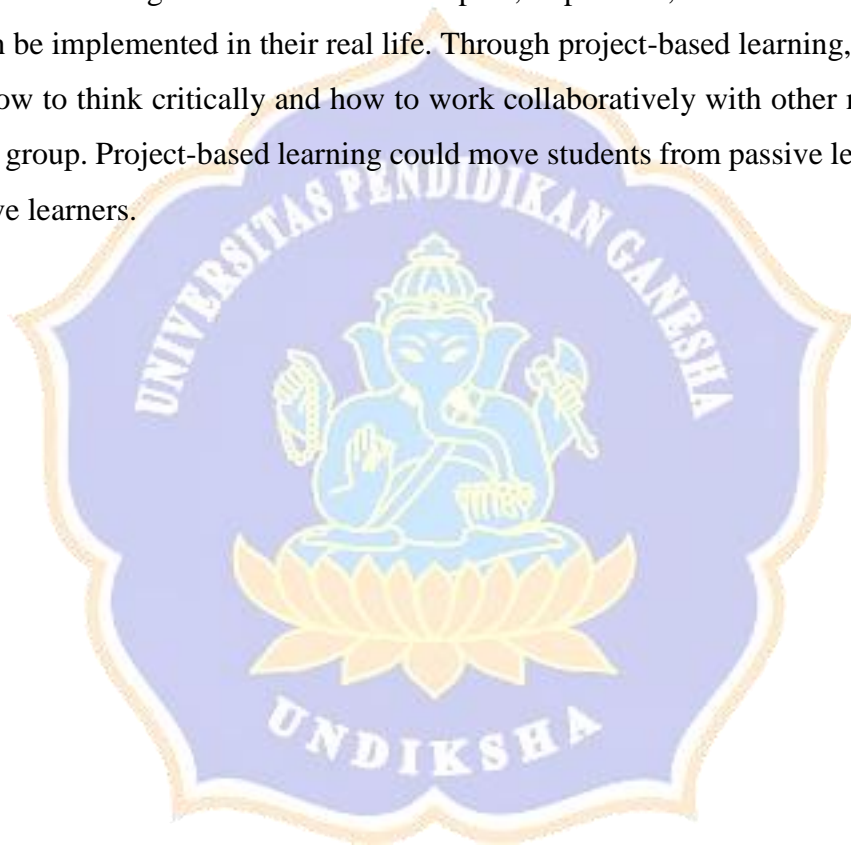
Bas (2011) find out that by project-based learning, students have a chance to practice their understanding on the learning material by interacting and communicating with their peers in the groups. Students do not memorize the concepts and other things, they deeply learn the materials.

## 2.7 Conceptual Framework

Writing is one of the main language skills that should be mastered by students. Writing is categorized as a productive skill which means that the students should produce a writing product. Harmer (2007) states that writing is used as a practice tool to help students to practice and work with language that they have been studying. Writing is a difficult skill to be learnt for many students. It is because the students are required to write and compose their writing by using their own choice of sentence structures and organize their own ideas in such a way that can be understood by the readers. Therefore, innovative teaching method is needed in order to make students have good writing achievement. Project-based learning is an authentic learning method in which students plan, implement, and evaluate projects that have real-world applications beyond the classroom. Through project-based learning, students find solutions to real world problems by asking open-ended questions, designing and conducting investigations, researching problem, gathering information, drawing conclusions based on the findings and reporting results.

Project-based learning has the potential to enhance deep learning as students have to acquire and apply concepts and principles in solving authentic problems, and it also promotes critical and proactive thinking as they have to formulate plans and evaluate solutions. In addition, Felder (as cited in Yam & Rossini, 2010) argues that

project-based learning moves students from passive learning to active learning and is able to improve in creating their final products. Furthermore, Filippatou & Kaldi (2010) find out that pupils with learning difficulties can gain benefits through project-based learning in academic performance, motivation, cooperative learning, and social learning. Bas (2011) also find out that by project-based learning, students have a chance to practice their understanding on the learning material by interacting and communicating with their peers in the groups. According to the theories and empirical review explained previously, it is found that project-based learning is a method that is designed to lead students to plan, implement, and evaluate a project that can be implemented in their real life. Through project-based learning, students learn how to think critically and how to work collaboratively with other members of their group. Project-based learning could move students from passive learners to be active learners.



## CHAPTER II LITERATURE REVIEW

This chapter is concerns with the description of the village, ethnicity, code and code choice, domain of language used, social network, and empirical review. Each of these was discussed as follows.

### 2.1 Description of the Nusasari Village

Nusasari Village which is located in sub-district Melaya in Jembrana Regency is wide village. The village is divided into five areas which is called Banjar Dinas. The name of those Banjar Dinas are Banjar Nusasari, Banjar Nusasakti, Banjar Anyarsari, Banjar Anyarsari Kangin, and Banjar Nusasari Kelod. The people that live in those banjar from Nusa Penida, while the village around the Nusasari village are Balinese People. Nusasari village also has villages. The boundaries of the village are: north boundaries is Ekasari village, south boundaries is Candikusuma village, west boundaries Melaya river (Melaya village), east boundaries Sanghyang river (Candikusuma village). The occupation of this community mostly as a farmer. They usually go to their rice field or cocoa field from 7.00 am and back home before 12.00pm to have their lunch, but in harvest moon they can be all day long in the field.

Not only the male that go to the field it also the female, in this village they also go to the field to help their husband in preparing the field before harvest moon. When they are having conversation other community difficult to understand about what they said. When they speak, only their own community can understand that code. It is because they have many different vocabularies when they have a conversation that cannot understand by other people. After the time goes, villagers in Nusasari have to size up the situation, they have to use Balinese to speak wiht the other people or even Bahasa to make the other people understand what they say. Talking about Nusa Penida culture, they have traditional foods that have unique name, they called Ledok-ledok, Jukut-Jukut, and Gayot that canot found in the other community. The

leader and also the people in Nusasari village said that they still eat those food until now because it is delicious and easy to make it. It becomes their own traditional food.

## 2.2 Code

A code is a language, a variety or style of language. A code is a class specific language variation, especially for the different strategies of verbal planning. When someone has more than one code to be used in everyday talking, s/he will use specific code to talk to specific people. The code used by her or him to talk to his or her close friend will be different to the code they use when they talk to the stranger. The person, need to choose the code when talk to somebody. According to Wardaugh (2002), code is neutral term referring to any kind of system that two or more people occupy for communication. He also argues that the fact saying that there are factors controlling people to use particular occasion is interesting. Code is the neutral way to describe a set of system that people use to communicate within the society. This can be in the form of language or language variety. In this study, code refers to the code used by Nusasari community in communication.

### 2.2.1 Code Choice

Code choice is the use of language or language variety for specific communication towards a specific language and the speaker of that language. It is also used to express of groups identity, the relationship between the speaker and the listener, and the political, social and cultural context in which language is used (Ho, 2008). Choosing a code is important for the speaker when the speaker want to talk to the other. To speak to the other, the speaker should know what code to use because the hearer may not understand about what the speaker is said if the speaker uses a wrong code to speak. Some factors may affect why people choose certain code to speak to the other. As stated by Holmes (2001), some social factors affecting code choice: People use code choice to make it easier to discuss a particular topic, social distance of a person, status of people, features of setting and the dimension of formality, the

other factors are the function of the goal of the interaction. Those factors push an individual to interact with other person or people to get what s/he wants. By talking to other people someone can get what s/he wants to know. Because of the ability to use more than one language, multilingual people tend to speak by using different code. They choose what code to use or how to use the codes. They may talk by switch or mix the code.

### 2.2.2 Code Switching

Gardner-Choloros (2009) explained the term switching refers to alternation between different varieties used by bilingual/dialectal during the conversational interaction. **If code alternation occurs below clause level then it is considered code mixing. Fischer notes that three contextual factors should be taken into account: 1) the relationship among speakers; 2) the setting where the talk takes place and; 3) the topic being discussed.** Poplack (2008) identified types of code switching and found three major types of code switching, those are: tag-switching, inter-sentential switching, and intra- sentential switching. Romaine (1989) explained tag switching and inter-sentential switching. Romaine saw tag switching as the insertion of words that can be put anywhere within the boundary of a sentence of speech without violating the grammatical rules of that sentence; Inter-sentential switching involves a switch at a clause or sentence boundary, for example, a person use his L1 to talk then change it into L2. Yletyinen (2004, p. 15) in Matsura, Azlan and Narasuman (2013), said that inter-sentential switch occurs when word or phrase from another language are inserted into a sentence of the first language.

### 2.2.3 Code Mixing

Code mixing is the use of two or more codes or language in one sentence. Essien (1995) explains that phenomenon in which two codes of languages are used for the same message communication. Claros & Isharyanti (2009) said that code mixing is also called intra-sentential code switching or intra-sentential code alternation that occurs when speakers use two or more languages below clause level within one

social situation. Muysken (2000) explained three types of code mixing; insertion, alternation and congruent lexicalization. Insertion it occurs when lexical items from one language are incorporated into another. Then, comes alternation which occurs when structures of two languages are alternated indistinctively both at the grammatical and lexical level. The third one is congruent lexicalization, which refers to the situations where two languages share grammatical structures which can be filled lexically with elements from either language.

## 2.2 Dialect

In linguistics, dialect is the variants or varieties of a language used by different speakers who are separated by geographic or social boundaries (Romaine, 1994). According to the theory, it can be said that dialect has their own role to show the characteristic of the community. As with the other languages, different cultures can express themselves in different dialects, which is the first proposition of dialect theory. The second proposition is that the presence of dialect has the potential to make the recognition of emotion less accurate across cultural boundaries.

According to Elfenbein (2007) the term of dialect is used in two distinct ways. A dialect that is associated with a particular social class can be termed a sociolect, a dialect that is associated with particular ethnic group can be termed as ethnolect, and a regional dialect may be termed a regiolect or topolect. The other usage refers to a language that is socially subordinated to a regional standard language, often historically cognate to the standard, but not derived from it the standard language is not itself considered a dialect. It can conclude that dialect is language variety which influenced by many factors such as; social class, culture, and place. In this study, regiolect is used because it is influenced by region. Nusa dialect has a big role in influencing Nusasari dialect.

## 2.3 Domain

According to Holmes (2001), domain is an area of human activity in which one particular speech variety or combination of several varieties is regularly used. A domain can be considered as a group related social situations. A useful way of classifying social situation is to analyze them into three defining characteristics: place, role-relationship and topic. Fishman (1972) originally distinguished, with Greenfield, five domains: family, friendship, religion, work and education. Domains enable us to understand that language choice and topic. Based on the theory explained, domain was the area of social practice that can be identified by the characteristics through the role of relationship. In this research, the researcher limited the domain which was identified. The researcher used three domains namely family, friends, and neighborhood.

### 1. Family

Domains are named usually for a place or an activity in it. Home then is the place. The role relationship associated with home include family members and visitors. There are suitable set of topics such as activities of the family, news about family members, the meal, the household. In a multilingual community, different languages may well be considered appropriate for different domains role relationship might involve different language choice. For instance, husband and wife might use one language to each other but father and children might use another.

### 2. Friendship

As the theory, domain is a place or an activity. Friend is the activity in our daily life. Friendship is an activity where two people or more have a role relationship each other. This relationship gives an impact to the person. It makes them have communication each other. Each of them was having different language choice in the interaction. For example, friend who are older, or younger, or even in the same age was have different way in communication.



### 3. Neighborhood

Neighborhood is also an interaction of the sociality. In this part, there is an interaction among neighborhood. The communication appears are how people talk or how people choose their language in talking with their neighborhood.

#### 2.4 Social Network

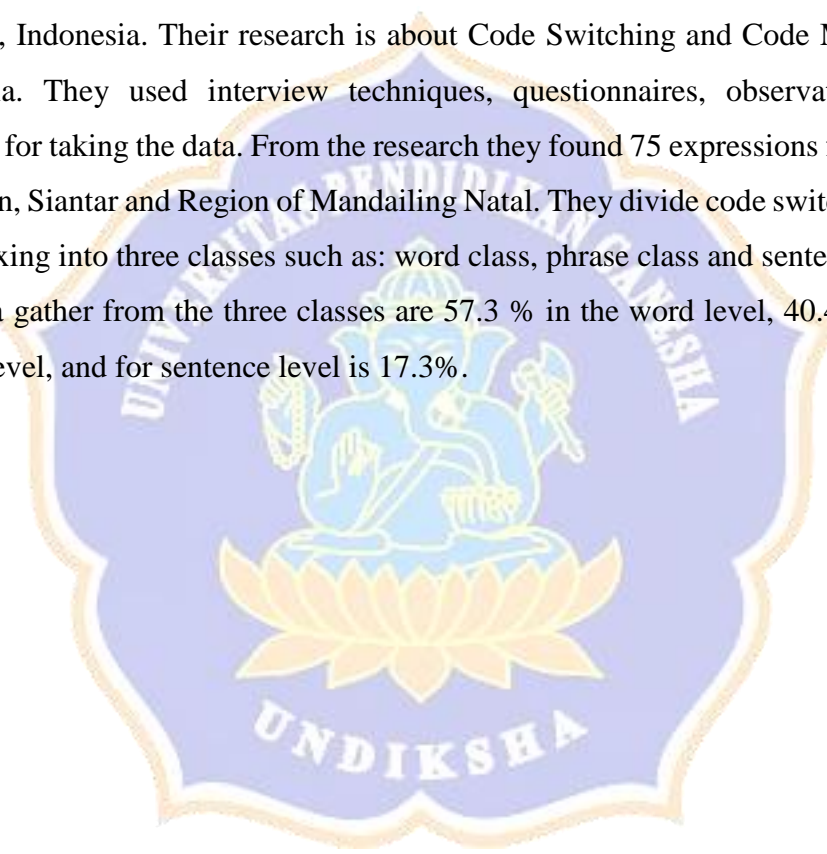
Social network is a term used to describe the structure of a particular speech, where the structure of a network will vary depending on the types of connections it is composed of (Milroy, 1987). Social network are the patterns of contact that are created by flow of messages among communicators through time and space. According to Southerland & Katamba (2002), a sociolinguist use social network approach does not rely on large random sampling of a population but, rather, examines first-hand from the perspective of a participant-observer the language use of a pre-existing social group. It means the concept of message should be understood here refers to the data, information, knowledge, images, symbols and any other symbolic forms that can move from one point in a network to another or can be created by network members. Social network was believed to gain the data in order to have a valid data if the participants give complete the data.

#### 2.5 Empirical Review

Putra (2013) with his research about code choice of people living in Saren Jawa, Budakeling village, Karangasem regency found that code choice which are mostly used in the three subject families was Balinese language (middle level), the second

choice was Bahasa Indonesia, and there was a member who used Javanese language but it was just for greeting. He also found the reason which influences them to do code choice is because code choice made the communication runs effectively, by using appropriate code depends on the participants, situation, topic, etc. The speech component which influence the way how people living in Saren Jawa speak are setting, participants, end, act sequences, key, and norm of interaction.

Sumarsih, Siregar, Bharim, & Sanjaya (2014) conducted a research in North Sumatra, Indonesia. Their research is about Code Switching and Code Mixing in Indonesia. They used interview techniques, questionnaires, observation, and recorder for taking the data. From the research they found 75 expressions from City of Medan, Siantar and Region of Mandailing Natal. They divide code switching and code mixing into three classes such as: word class, phrase class and sentence class. The data gather from the three classes are 57.3 % in the word level, 40.4% in the phrase level, and for sentence level is 17.3%.



## CHAPTER II REVIEW OF RELATED LITERATURE

### 2.1 Theoretical Review

#### 2.1.1 Dialect

Halliday (1978) stated that a dialect refers to a variation of a language that is characterized by the language users. Dialects are also associated with the linguistic and cultural characteristics of people who belong to the same broad of linguistic group. Crystal (1997) defined a dialect by linguistics as a variety of a language that is distinguished from other varieties of the same language in terms of pronunciation, grammar, vocabulary, discourse conventions and other linguistic features. **Dialect is rule-governed systems with systematic deviations from other dialect of the same language. Through the use of a dialect of a language system, we are able to differentiate people from different ethnic, culture, geographical place, social class and origin.** For example, Balinese people castes in the society divide themselves into some social class categories which are Ksatria, Brahmana, Waisya and Sudra. Those castes have their own rules to speak such as Alus Mider, Alus Sor, Alus Singgih and Bahasa Keparé. In another side, the term dialect is frequently used to refer the language used by people from a particular geographic or social group as a substandard variety of a language, and in fact, everyone speaks a language with a dialect indicates their culture, ethnic and origin. Meanwhile, the change of dialect may originate from contact with another language in a communication process. As certain language features of a language shared by its speakers in a community and influence a dialect. If we take a look at the use of language, everyone has their own uniqueness in the communication even they belong to the same language community (Gorys Keraf, 1996). **The uniqueness of a language is also connected to the geographical places namely Geographical Dialect. The Balinese language can be divided into two big dialects, Balinese dialect dark tan and Balinese dialect Aga or Bali Aga.** Meanwhile, if the language in a community used with different social classes (Balinese castes), it belongs to the Social dialect, (Wayan Jendra, 1976).

### 2.1.2 Code-Mixing

When the speakers want to talk to somebody, sometimes they change their dialects unconsciously. They also sometimes put other words, sentences or phrases in a language to strengthen meaning or hide the meaning in a conversation. The languages or dialects which influence the use of language or creating a new style of language. (Gardner-Chloros 1991). Code-mixing refers to the embedding of a various linguistic unit such as affixes, words, phrases and clauses which participants in order to infer what is intended and make the communication easier. Claros & Isharyanti (2009) defined that code-mixing is also called as intra-sentential code switching or intra-sentential code alternation that occurs when the speakers use two different languages. The use of code-mixing requires speakers to master some languages or dialects used in the communication. Usually, code-mixing is incidentally used beyond the speaker expectation or vice versa. Code choice does not only bear significance for the individual; it also indexes societal values and attitudes. The difference of dialects in Nusa Sari village is a normal situation, remembering bilingualism or multilingualism and their overt manifestations are constantly subject to evaluative judgment both within and outside of linguistics. In linguistics, the focus has long since moved away from the stereotypically negative assessment of bilingualism in general and interference phenomena in particular. According to Bono & Melo-Pfeifer (2010), bilingualism is a normal and natural process in a language community. People in a community cannot stand alone without any interaction outside their tribe to spread connection and having mutual beneficial profit among different communities.

As explained above, Nusa Sari villagers are migrant communities from Nusa Penida Island because of war, an eruption of Agung Mountain and geographical problem. Their daily life in Nusa Sari cannot be separated from the local culture. It influences their dialect in the communication. Remembering that Bali Nusa in Nusa Sari village is a minority community which covered by Negara dialect as the majority dialect and they try to maintain their Bali Aga dialect. As small evidence, people in Nusa Sari are able to use Negara dialect to communicate with the majority community. It is necessarily needed as they were immigrants and tried to survive

and involved with a new local community.

Ju (2009) found the use of code-mixing among people is occurred to show their identity. Eventhough some villages in Nusa Sari are migrants and minority group, the pride of showing identity is really hard to erase, and they keep using their native dialect and a pride continuously. Stressing attention also becomes one of the reasons why people mixed the dialect to communicate with others. Speakers want to get an attention through the forming or word commutation (Su, 2011). Local people start to understand the dialect included sentences, words and mixed their vocabulary in a communication. Nusa dialect is a part of Balinese language which is uncommonly used by Balinese people nowadays. Bali Aga dialect has its own characteristic and uniqueness which sound strange for others Balinese dialect.

There are some differences of pronunciations and also spellings. The Common Balinese Dialect is a part of Bali Dataran dialect which influenced by the language users itself and put some variation of Pronunciation to signal the identity of the users (Dharma Laksana, 1977).

### 2.1.3 Types of Code-Mixing

Muysken (2000) defines three types of Code-mixing: Insertion, Alternation and Congruent lexicalization.

#### a. Insertion

According to Muysken (2000), insertion is one language determines the overall structure of a language structure and combines one language that is usually only some words instead of a phrase or a sentence.

#### b. Alternation

Alternation occurs when structure of two languages are alternated indistinctively, both of grammatical and lexical level (Muysken, 2000). It explains both languages occur alternately, each with their own structure.

### c. Congruent Lexicalization

According to Muysken (2000), congruent lexicalization refers to the situation where two language share both grammatical structures which can be filled lexically with elements from either language. This type of code-mixing is often present in daily conversation used where the language users try to learn new languages.

#### 2.1.4 Domain of Language Use

Based on Marjohan (1988) as cited in Valentino, Sari, Nugraheni, and Santika (2013), Joshua Fishman (1972) stated that: cultural construct from topics of communication, relationship between speakers and interlocutors and locales of communication. He described five domains of language use, which are: family, friendship, education, neighborhood, and transaction. In this study, the researcher only used three domains to gather the data during the observation process, which are Friendship, Neighborhood and Family. The reason why the researcher chose those three domains is due to those domains are already linked and interconnected each other.

In this research, the Friendship is outside the family zone. Meanwhile Neighborhood domain refers to the interaction in their Neighborhood among the adult in Nusa Sari village includes formal or informal activities outside the family zone. Those two domains are linked to the Family domain in which the informants are the members of a family. Thus, it could be easy for the researcher to see the phenomenon of Code-mixing in their daily communication since they have to socialize with other people. And also the data is more accurately gathered since the data comes from members of one family, and the phenomenon of Code-mixing can be seen clearly.

## 2.2 Empirical Review

A study on Code-mixing has been observed and investigated by some researchers. There are some results or findings of this study in recent years. The first is a research done by Aida (2015). The title of her study is *The Social Factors of Code-Mixing in Annisa Tour Utterances*. This study is a qualitative study which describes the Social Factors of Code-Mixing among their staffs. The data was obtained through Recording while the researcher talked with the others staff in conversation. Based on the data, it showed that there are some social factors of Code-mixing used by the staffs. These are participant and relationship factor, situational factor, message-intrinsic factor, and language dominance, attitude and security factor.

The second one is a research done by Sari, Wisnu and Astika (2015). The title of their study is *Basa Bali Kepara Dialek Nusa Penida Sane Kaanggen Sajeroning Mabebaosan Ring Wewidangan Desa Pekraman Nusa Sari, Kecamatan Melaya, Kabupaten Jembrana*. This is a qualitative study which describes the Nusa Penida Dialect used by Nusa Sari villagers in their daily life. The way they communicate with other people with a different dialect that does not belong to Bali Aga dialect. Based on the data taken during the observation, the researcher found that the native speakers of Nusa Penida dialect keep using their dialect to communicate with their family, traditional formal ceremony or activity and talk to other native users. It has become the mother tongue or ancestor dialect, and has become a hallmark of the community in Nusa Sari Village.

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## CHAPTER II LITERATURE REVIEW

In this chapter, the researcher presents about the theories and empirical reviews that support the study.

## 2.1 Theoretical Review

This part contains some of the literature reviews related with this study. Those theories include the nature of culture, cross cultural understanding, culture shock, verbal communication, non-verbal communication, Balinese culture and Australian culture.

### 2.1.1 Nature of Culture

Culture has many definitions and it affects people's behavior on their society. Culture is not genetically inherited, and cannot exist on its own, but it always shared by members of a society. It can be said that culture was made and used by people in a particular area and then inherited in generation through generation. If there are no people used or shared a culture it means that culture is not a culture anymore, that is why culture must be inherited to keep its existence. Sometimes people can be distinguished based on their culture because of their collective programming of the mind. For example when we see people with udeng and kamben we know that they are Balinese. **The form of the culture is not absolute; it changes from time to time due some factors.** Those factors are the condition and the precision with the current era. **By knowing the other culture when living on the second culture is very important.** There will be no misunderstanding between the tourist and the local people. **Because of the different of each culture, the rules or custom in one culture may be not allowed and considered as a mock in the other culture.** For example is the culture of kissing on public when people meet their friend in the western culture, it cannot to be done in eastern culture because it is considered as not polite or filthy. According J.J. Hoenigman (as cited in Barzilai 2003), the form of culture is divided into three, namely:

#### 2.1.1.1 Idea



The idea of an ideal form of culture could be a collection of ideas, ideas themselves, values, rules, norms, and others who still have an abstract nature. Abstract nature means that the form is still not able to be felt with both senses touch and be touched.

The realization of this culture is still in the head of someone who has poured down in a form. Everything is still in the wishful thinking that is part of the nature of mind. If the idea or identical or norms that are set forth in writing, then the place of the cultural ideal is in an essay or a book from the author's work. The rules of each culture are different, and in this case culture shock may happen. For example tourists will not know that in Balinese rule people are not allowed to come to the temple when they are in menstruation.

#### 2.1.1.2 Activity

It is a form of cultural activity in the form of action. Activity is a manifestation of a culture that is patterned actions of human that exist in a society. The realization of a form of cultural activity is commonly known as social systems. In the social system contains a variety of human activities that interact with each other, make contact with each other, and the interaction between one to another. The nature of the activity is occurring in the concrete daily life. Not only that, but also can be observed and documented a form of cultural. The activity in every culture is different, in this case culture shock may arise. For example, the tourists will be very confused because there are so many kinds of ceremonies activity in Bali and there are ceremonies in almost every day.

#### 2.1.1.3 Artifacts

It is or in the only form of culture that can be seen and be results are artifacts. Artifact is a form of culture that can be sensed physically be a result of the activities, work, and action in a society. For example, is a form of culture that form the idea of giving direction causing actions that will ultimately bring forth a work that is an artifact. Artifact also can cause culture shock. For the tourists they will be very confused and have no idea why there are so many statue of the evil in Bali and why those are decorated like a human. From the definitions above, it can be taken

summary that the culture is a system of knowledge covering system of ideas contained in the idea of the human mind, so in everyday life culture is abstract.

While the embodiment of culture are objects created by human beings as a cultured form and behavior of objects that are real, for example, patterns of behavior, language, equipment life, social organization, religious and other arts, all of which are addressed to help sustain the lives of people in society. Culture changed time to time as the result of adaptation to the recent era. Know the other culture when living on the second culture is very important, because each culture is different. Good in one culture does not mean good in other culture. Then, there are no culture shocks happened, and people would able to 13 enjoy their day on the second culture rather than struggling because of the culture shock problem.

### 2.1.2 Cross Cultural Understanding

The ability to work with people from other cultures is becoming increasingly necessary in the global work environment. No one would challenge the fact that tourism has become an international phenomenon of global consequence (Mackin 2006). The internationalization of the tourism industry is complex and wide ranging. Bali as a well-known touristic place has an environment with so many people from so many countries living together. Definitely it is important to know about cross cultural understanding, so that those differences about culture do not result in problems or misunderstandings for both parties involved. Therefore, anyone, and especially the students need to learn about cross-cultural understanding so that they can understand the cultural differences as an opportunity to enrich the culture and arts of human life. Most people with little cultural understanding struggle with the differences they experience relating to others from another culture. Deep inside many of people is a belief that relating to a person from another culture should be easy. At this stage culture shock may happen to them, because the lack of understanding and awareness to the other culture. Misunderstandings could happen and make the people struggle to communicate with the other culture. That

is why the researcher conducted a research about culture shock because there are so many people with different culture live in Bali as the result of being a tourism industry.

### 2.1.3 Culture Shock

The term culture shock in social terms was first introduced by a sociologist named Kalervo Oberg at the end of 1960. He defines culture shock as a "disease" that affects individuals who live outside the cultural environment. This term implies the feelings of anxiety, loss of direction, and feelings do not know what to do or do not know how to do something, which is experienced by the individual when he is in an environment that is culturally and socially new. This happens to people when they do not know how the second culture work, as the result, people will feel uncomfortable to the second culture. Oberg (1960) explained that the anxiety triggered by the individual because he lost symbols that had been known in social interaction. On the other hand it can be said that culture shock can be a lifestyle, how to dress, where to stay, including how to cook food, serve it up to enjoy a meal, or may be communication problems (language) because it will be difficult to start building the network in one environment for the first time entered. Living the second culture can be like riding on a roller coaster. It means that the people may fell excited with the new environment, activity, and the things around them. The condition on the new environment is really good as they expected or more. For example that the habit is really different with the first culture that causes problems and discomfort to them. When visitors depressed with the new culture, they are like fish out of water, they feel strange and do not belong to the new culture (Deena and Mara, 1982).

According to Pederson (1995) culture shock occurs as a result of total immersion to the new culture, people may be anxious because they do not speak the language, understand the behavior daily such as know when to shake hands or embrace, lost understanding about the transportation, how to make friends and difficulties in coping with the society may arise. From the statement above it can be said that the major problem in coping the culture shock arise in interaction with the society.

Meanwhile when they want to go somewhere they may find difficulties as the statement above mention that they may lose understanding with the new transportation system. In spite of its complexity, the process of acculturation is remarkably predictable. Cultural shock consistently occurs in a series of distinct phases, each with specific characteristics. This process generally follows a U-shaped curve beginning with a high, then sinking into shock, and finally recovering to understand and enjoy the new culture. Pederson (1995) mentioned that there are five phase of culture shock

#### 2.1.3.1 The Honeymoon Phase

After months of excitement, anticipation, and preparation, people finally arrive at the destination. Thus begins the phase of initial euphoria. Everything is new, fascinating and exhilarating. Initially, the similarities between cultures are more apparent than the differences, and the differences that people do notice seem interesting and exotic.

#### 2.1.3.2 The Crisis Phase

In this phase, people will experience the brunt of the symptoms of culture shock. Cultural differences become more salient, and people may become frustrated by difficulties in communicating and performing basic tasks. Frustration gives way to irritability, depression, and other symptoms of culture shock. These sentiments are compounded by feelings of being an outsider, which may lead to a desire to withdraw. Many travelers are tempted to cling to their own culture by associating with other Westerners; this simply extends and intensifies the crisis phase of culture shock.

#### 2.1.3.3 The Recovery Phase

At this stage, everything that happens can be expected and the level of stress that occurs to decrease. As people develop a routine and become more comfortable with their surroundings, people will slip into the recovery phase. People probably will not notice this transition; the recovery phase comprises a gradual adjustment to their

new environment. People will begin to orient their self, be able to interpret subtle cues, and regain self-esteem and a more positive outlook. Most importantly, their perspective will become more and more balanced, they will become less critical of the local culture and more open to integrate their self into the community.

#### 2.1.3.4 The Adjustment Phase

Individuals in this stage have started to understand the cultural values that exist as a language, how to interact, habits although not very fluent because there is still a bit of trouble and tension, but overall the experience was pleasant. Eventually people will develop the ability of function in the new culture. They have a sense of comfortable with the host culture, but people may also feel that they are a part of it. People will, in essence, become bicultural. Everyday tasks and conversation will once again become effortless, and they will develop increasing flexibility and ease in navigating their new surroundings. Motivation, self-confidence, and their sense of humor will have rebounded from the lows of the crisis phase, and the balance between living abroad while holding onto their own cultural identity will have become second nature.

From the various definitions mentioned above, it can be concluded that the culture shock is an individual reactions that is temporary, both physically and psychologically, which arise due to cultural differences when people move from the country or place of origin to another country or elsewhere they are struggle to communicate and cope the society properly. The researcher agrees that the major problem Australian will face during the living on the second culture is dealing with language and difficulties in coping with the society. From the two major problems in culture shock that is about language and coping with the society it can be said that both are have the same meaning that is about how to communicate with the local people so they will not struggle in doing the daily activity. Australian may have problem when cope with the local people because they do not know the way Balinese communicate in their daily live. From the explanation previously it can be concluded that the main problem of the culture shock is about the communication. In this study the researcher divided the communication into two; those are the verbal

communication and non- verbal communication. Then the culture shock analyzed limited into two; those are the culture shock in verbal communication and non-verbal communication of the Australian tourists in Ababi village. In relation to this study, Pederson theory was used as the grand theory to analyze the data. The researcher agrees that the major problem Australian will face during the living on the second culture is dealing with language and difficulties in coping with the society.

#### 2.1.4 Verbal Communication

According to Agus (2014) verbal communication is communication word or sharing information by using speech, it can repute also as code system. Human language can be defined as a system of symbols and the grammar by which the symbol are manipulated. From the statement above it can be concluded that verbal communication is the expression of information through language which is composed of words and grammar, it could be through written or oral words. When we are conversing with someone, there are verbal cues that indicate what their current mood is or how they may feel about the specific subject or issue (Hanny, 2014 as cited in Agus, 2014). Signs and symbols are the mayor signals that make up verbal communication, words as the symbols and signs are secondary product of underlying message and including things like tone of voice, blushing and facial expressions (Hanny, 2014 as cited in Agus, 2004). From above, it can said when people are communicating with the other people we can get information other than what they said or express, we can guess their feeling from their tone of voice, blushing and facial expression. For example when we told someone to do something and they reply our instruction with high tone and angry facial expression we know that they do not want to do our instruction although their words are accepting the instruction.

In relation to this study, the researcher was intended to know how Australian tourists communicate with the local people verbally on their daily live. Whether they have problem in verbal communication in their daily live with be said that verbal communication is the communication that uses word. There are some things

to be considered in communicating verbally, those are the manner, directness, and sensitivity. The researcher was curious to know what are the problem of the Australian when cope to the society, whether they have problem about the custom or behavior, the rules, and transportation system or the infrastructure. Because on their daily activity they are in touch with those things mentioned previously. This theory used by the researcher to analyze the culture shock of Australian in verbal communication.

#### 2.1.5 Non-Verbal Communication

Non-verbal communication is communication that the message is packed in the form of non-verbal, without words (Anom, 2014). This communication includes gesture, body language, face expression and eye contact. **In communicating it is almost automatically participated with the use of non-verbal communication.** In the other words, in communication people cannot use verbal only, verbal language always followed by non-verbal in communication. According to Agus (2014) non-verbal communication serves one of five purposes: it repeats, contradict, substitutes, complements, or accents the verbal message. One powerful aspect of non-verbal communication is facial expression, which can convey happiness, warmth, anger, amusement and many other emotions. Direct eye contact, on the other hand, indicates engagement with another person. For example For example when people scrunch their face during a conversation, the other person might think that they find something displeasing about the subject matter. According to Agus (2014) non-verbal communication there are four types of non-verbal communication, such as eye contact, facial expression, gesture and body language.

##### 2.1.5.1 Eye contact

According to Hanny (2014) as cited in Agus (2014) eye contact is crucial component of non-verbal communication that can convey a number of meanings. **Too little eye contact implies that the speaker has something to hide; too much eye contact can come across as aggression.** For example, looking up usually signifies recalling information, while looking down can show respect or submission. For

Balinese direct eye contact is considered rude. Some of Balinese don not looking on the opponent eye in communicating. Based on Setaysha (2014) in her article there are some tourists who have a culture shock about eye contact because mostly local people will stare to them when they walk around the local people crowd.

#### 2.1.5.2 Facial Expression

According to Hanny (2014) as cited in Agus (2014) facial expression used during communication affect how the listener interprets the meaning. Extreme facial expressions, such as anger or happiness indicated that they have obvious feeling about the subject matter. Less obvious facial expressions, such as raising one eyebrow slightly or scrunching on face, may impart a variety of meanings, depending on context. For example when people scrunch their face during a conversation, the other person might think that they find something displeasing about the subject matter. In this study the researcher was intended to know whether there are culture shocks in terms of facial expression because when 23 communicating Balinese are rarely use face expression. Most of Balinese use poker face during the communication.

#### 2.1.5.3 Gesture

Hanny (2014) as cited in Agus (2014) stated that every culture has hand movement and gesture that convoy specific meanings. Some hand movements are innocuous in one culture but aggressive or insulting in another. For example, people in some culture, such as the United State, use their index fingers to point. In Bali pointing to the holy thing is not allowed. **Because of the different rules about pointing the researcher was curious to know what the culture shocks of the Australian in Bali are.**

#### 2.1.5.4 Space

Personality also determiners the size of the space, the amount of spaces change depending on the interpersonal relationship. Culture does not always determine the message that body movement convey. Context personalities and relationship also



influence it. However, like verbal language, non-verbal communication cannot be completely. In this study the researcher wanted to know whether Australian tourists have problem with this space when they communicate with the local people or not. From the various definitions about non-verbal communication it can be concluded that nonverbal communication is a communication with no words and always exist in any verbal communication as a follow up. There are four kinds of non-verbal communication such as eye contact, gesture, face expression, and space. This theory used by the researcher to analyze the culture shock of Australian tourists in non-verbal communication. Whether Australians have problems with the eye contact, gesture, face expression, or space in communicating with the local people or not.

#### 2.1.6 Balinese Culture

Dharmayuda (1995) said that Balinese Culture is a native civilization infused by Hindu's culture. It means that Balinese culture was influenced by Hindu. The values of Balinese culture are related to Hindu. In this researcher the researcher will not discuss the Balinese culture in general. Based on scope of the study the researcher limits the Balinese culture in terms of its verbal and non-verbal communication. When communicate using verbal communication, mostly people in Bali communicate use bilingual, and some trilingual (Indonesia, Bali, in English). Although Balinese has a mother language, Bahasa is the most common language, particularly on the town area. When people in Bali communicate using Balinese language, the level of politeness is different based on who they are talking to. If they talk with people from higher caste or age, the language will be very polite, and when they are talking to the same or lower caste or age the level of the language is less polite. In coping with society other than the language there are some things to be considered in Bali. Firstly is about the custom, there are so many customs in Bali. As Dharmayuda (1995) said the custom in Bali were injected by Hindu and there are so many kinds of custom and it has the own purpose in each custom. Including the custom about the rules, ceremony, and behavior in daily live. Second is the transportation, any tourists must be dealing with transportation when living on the second environment. Transportation is process of the movement of goods or passengers from one place to another, where the product moved to the required

destination (Pandensolang 2014). The infrastructures in Bali are quite good in the town, but it really different with the infrastructure in the village. The service is still poor because the local transportation is considered as the second transportation in Bali. The first is the use of private motorcycle and car. In a year the number of motorcycle and car always increasing and it affect the local transportation. Non-verbal communication has meaning how to extend purpose or meaning without using word (Anom, 2014). This communication includes gesture, face expression, space and eye contact. For example of non-verbal used by Balinese is when a person smile to the other in the morning, they can interpret that the smile means greeting to them. In Bali people are using non-verbal communication particularly. For example when a son did something really well his father usually clap on his back. It is an expression of happiness and proud from his father to him.

#### 2.1.7 Australian Culture

In line with the discussion about Balinese culture above, the researcher will not discuss about all aspects of the Australian culture. The researcher will restrict the Australian culture in terms of verbal communication and non-verbal communication. The national language in Australia is Australian English. Australian communicate using English in their daily life mostly. Contemporary life is always shaped by history and culture. This is perhaps especially so for Indigenous Australians. Since white people first came to Australia in 1788, the two cultures had been mixed times to times (Pat Dudgeon et al, 2010). These experiences have been resisted over the years, and the histories of resistance and resilience are as much part of contemporary Indigenous culture and identity. According to Michael (2015) public transport is slightly different in every city as each State Government operates the system. Buses, trains and ferries operate in most Australian cities and run on a strict timetable. The maximum speed limit is 27 between 100 and 110 km/h (62 - 68 mph) outside cities, and 60 km/h (35 mph) in urban areas. According to Morgan (2014) there are several non-verbal expressions of Australian, for example like eye contact is important for gauging sincerity and trustworthiness. Among family and friends a kiss on one or both cheeks between a man and a woman or two women is an acceptable form of greeting. Australians reserve hugs for close

relations. Stand about an arms-length away from someone when speaking face to face. For business or formal events, people shake hands. Generally, women do not shake other women's hands. In relation to this study, the researcher in this study was curious to know what re the culture shock that Australians experienced during the stay in Bali because there are slight differences between Australians and Balinese in terms of culture, language, rules and manner in communication, transportation system and the use of non-verbal behavior.

## 2.2 Empirical Review

Some researchers have conducted about the research that related with this study, it can be explained as follow:

2.2.1 Sonny (2013) entitled Culture Shock dan Negosiasi Identitas Diri di Lingkungan Baru. This study is about when he moved to new environment. He had some culture shock experiences. He had some changes in his personality as the influence of the new culture. His 28 study is related with this study in case of the culture shock. Both are interested to know the culture shock forms on the new environment. From this study the researcher knows that when someone moved to the new environment there are so many things to be concerned or considered about the different of the culture.

2.2.2 Kent Doehr (2013) entitled A Qualitative Examination of Culture Shock and The Influential Factor Affecting Newly Arrived Korean Student at Texas A&M University. This study uncovered the individual nature of the culture shock phenomenon. While no participant suffered to a great extent due to this transition, all of them did exhibit certain symptoms at various times throughout the semester that were indicative of the stress brought on by their respective adjustments to the demands of the host culture. As the results showed, these signs were primarily evident in the interpersonal and psychological areas. The factors that were revealed to be the most influential in participants' ability to cope culture's proficiency, the university, social

connectedness, personal outlook marital status, length of stay, religiosity and previous international experience. Given the individual nature of this experience, however, none of these variables had exactly the same quantity or quality of impact. While there were certain similarities shared by the participants, their interviews and journal entries illustrated the greater significance of certain factors in helping or hindering their adjustments to U.S. culture. In conclusion, the participants in this study for the most part proved to be strong individuals 29 who were capable of coping with the shocks of adjusting to U.S. culture. While tested at various times and in different ways throughout the period of the study, their respective voices made it clear that the challenges they had faced would not likely dim their pursuit of their academic, personal, and professional goals. In sum, they had not come to Texas A&M University completely unprepared for what they would find; they were neither weak nor incapable of dealing with life in the U.S. The relation of his study is that both are curious to know how the subject cope the culture shock and want to know how people overcome the culture shock in new environment. From this research the researcher knows that when people struggle in the new environment there are always solutions to be done to overcome the problems.

2.2.3 Yuliani Arifin entitled Culture Shock and Indonesian Students of Al- Azhar University in Cairo, Egypt. This study the researcher analyzed culture shocks especially in educational purposes as for students who just have studied in the foreign country, especially in Al-Azhar University, Cairo, Egypt. They will experience more difficulties to adjust themselves into the new place. This study aims at identifying the factors contributed cultural experience of Indonesia students that have just studied in Al-Azhar University. The significance of this research lies on the importance of acknowledging cross-cultural adjustment in the foreign country. 18 students in their year 1 and 2 are the participants of this research. This research employs survey research method through 30 questionnaire. The findings indicate that the major factor contribute to culture shock are the social norms, language, and food.

The relation to this study is about analyzing the culture shock when moving to the

new environment with different culture. This research shows that in coping with the society there are language and norms as the major problem. As a human being people always find a way to overcome their problem that they had, but it takes process.

2.2.4 SBoentied ulture Shock Due to Contact with Unfamiliar Cures?. thirese h the researcher was analyzing the social psychology of cross-cultural interaction. He discussed the psychological processes that take place during and after meetings between individuals and groups who differ in their cultural backgrounds. He drew on the ABC model of culture contact to provide a framework for the discussion, that is, he distinguished between the Affective, Behavioral and Cognitive components of cross-cultural interaction. Technically, this can be described as a continuous feedback cycle reverberating among the three components. And because there is no direct research regarding the relative importance of these three processes, the A, B, and C components have been accorded equal status by default. However he tends to the view, which is not necessarily, that the primary determinants of culture shock as a negative reaction, and cross-cultural adaptation as a positive response, are in the behavioral domain. The relation of this study to this research is about analyzing the culture shock and the way people adjusting to the new environment with 31 different culture this research shows that the adjustment in culture shock have to be shared to the other because it was very important to be known.

2.2.5 AndrewCPing tl? Culture Shock of International Students in Canada ?. thirescthe ear tento what ure shocks of international students are when they are studying together in a new environment. And the research shows that although there are a variety of factors that can contribute to culture shock, such as cultural differences and misunderstanding, the language and fear of contact, societal differences. These three were the main over identified by the participants during the focus group interviews. Of most importance for international students, regardless of the factor that is contributing 38 39 to their feeling of culture shock, is how to deal with the situation. From the focus group interview, the following three strategies were identified as ways to cope with culture shock. They include

communication, talk with someone that you they trust. Let out feelings to someone who will listen. Keep doing things that they normally would have done in your own countries, routine is important. The relation with this study is that both were analyzing about the culture shock and finding the way people overcome the culture shock. This research shows that the difference in society makes people afraid to communicate with other and discussing with the people who care about the culture shock is the best way to find solution in overcoming the culture shock.



## CHAPTER II REVIEW OF RELATED LITERATURE

In this chapter, relevant theories and some empirical findings related to the study are elaborated.

2.1 Theoretical Review Followings are some concepts and theories related to the current study.

### 2.1.1 Curriculum 2013

Curriculum 2013 is actually only a modified revision of the previous curriculum; 1984, 2004, and 2006. Based on Ministry of Education and Culture in the Document of the Development of Curriculum 2013, Curriculum 2013 is manifested based on competence. Competence based Curriculum is out-comes Curriculum so that, the development of the curriculum is aimed to get the competency in standard graduate of competencies for Curriculum 2013 are planned as well as follow. 1) Content of Curriculum is the competency which is divided in the form of Core Competence of level and Basic Competence of subject matter. 2) Core competence is the competency in attitude aspect, knowledge, and skills (cognitive and psychomotor) that should be learned by the quality that should be learned by the students in the school, class, and subject matter. Core competence is the quality that should be owned student through basic competence. 12 3) Basic competence is learned by the students in a theme for elementary school, and in certain subject matter for junior high school until senior high school or vocational school. 4) Core competence is organizing elements from basic competence. It means that basic competencies and learning process are developed entirely to get competency in core competence. 5) Basic competence is developed based on the accumulative principle to reinforced and enriched between subject matters and level of education. 6) Syllabus is developed as the plan for the theme (elementary school) or one class and subject matter (junior high school, senior high school/vocational school). In syllabus, there are basic competencies for theme or subject matter. 7) Lesson plan is developed from every basic competency that is appropriate for every subject matter. In

determining a Curriculum 2013, government should consider what competency should be mastered by the graduates, what menu or material should be given to the students, how teachers give the material, and how the assessment should be done (Komara, 2013). So, in Curriculum 2013, those standards are renewed as the previous Curriculum still has many weaknesses and less detail.

It is stated in draft of Curriculum 2013 published by the Ministry of Education and Culture (2012), the graduates should noble character, relevant knowledge, and skill, the learning content is relevant with the competency needed in the world as well as the development level of students, the process should be students centered active learning, contextual, and has employed a relevant scientific approach, lastly the Curriculum 2013 emphasize on cognitive, affective and psychomotor aspects proportionally and has employed authentic assessment. The new Policy of Curriculum 2013 bring four big changes which are manifested in all of school level; elementary up to senior and vocational high school. Based on Permendikbud (2013), there are four big changes happened in Curriculum 2013. First is the change in Graduate Competence Standard. There is an improvement and balancing the soft skills and hard skills which included attitude competence aspect, skill, and knowledge. The second change is process standard is not only focusing on exploration, elaboration, and confirmation, but also completing with analyzing, asking, processing, presenting, concluding and creating. The third change is content standard. Previous competence is declined from subject matter is changed to subject matter that is developing from competence. The fourth change is assessment standard. This assessment based on portfolio, question, give score for the process and result and give score for spontaneous action. From all of the concepts, theories, and opinion about Curriculum 2013, the changes of Curriculum are the improvement of education in Indonesia. The improvement shows the presentation to reach better result of education. It is relevant with the objective of Curriculum 2013 (Hasan, 2013), to prepare Indonesian to have the ability as individual and productive, creative, innovative, and affective citizen and able to give contribution to the country.



## 2.1.2 Scientific Approach

### 2.1.2.1 Concept of Scientific Approach

Curriculum 2013 focuses in modern pedagogic dimension in learning by using scientific approach. Scientific approach is appropriate with three learning theory. According to Carin & Sund (1975), there are four main points related to Bruner learning theory. First, individual only learn and develop their thinking if they are using it. Second, by doing cognitive processes in discovery process, students will get the sense and intellectual satisfaction as the intrinsic appreciation. Third, the only way to learn about techniques in doing discovery is by giving the chance to do the discovery. Fourth, people can improve their ability to with figuration and development schema. The change of the scheme is caused by adaptation. Adaptation process is done by doing assimilation and accommodation. the task in zone of proximal development. From those theories, scientific approach is appropriate for students in learning processes. Student will learn to observe, analyze, and communicate. Permendikbud (2013) also signified that Scientific Approach is an approach which focusses on the student-centered learning. In the teaching learning process, the students have to construct their knowledge that should be dynamic, developed from simple into complex, and developed from something concrete into something abstract. There are some criteria of scientific approach as stated by Ministry of Education and Culture (2013), they are 1) the instructional material based on fact 15 prejudice or deviate reasoning; 3) the students are inspired to think critically, analytically, and exactly in identifying, understanding, solving problem, and applying the instructional material; 4) the teacher encourages the students and inspires the students to think hypothetically in seeing the differences and similarities among the instructional materials; 5) the teacher encourages and inspires the students to understand, apply, and develop their rational of thinking; 6) the learning materials are based on concept, theory, and empirical fact that can be guaranteed; and 7) the objective of the learning process is formulated simply and clearly, but the presentation should be interesting. In conclusion, Scientific approach in the instructional process is design to make the students are active in constructing concept and principal through the steps in

Scientific Approach. Scientific Approach is aimed at giving an understanding to the students to know and understand materials in which the information can be found from various sources, whenever and wherever the students wants to find some information. Therefore, the condition in the instructional process is expected to encourage the students to be active in all steps in Scientific Approach in teaching and Learning activities.

#### 2.1.2.2 The implementation of Scientific Approach

Scientific approach gives students many appropriate opportunities to use their sense and record their observation. Based on Komara (2013), scientific approach is a learning process to make students construct concept of the learning through steps. Every step in scientific approach must be passed, because they have relation. Those are; 1) observing, 2) questioning, 3) collecting information/exploring, 4) associating/analyzing, and 5) communicating (Komara, 2013). Observing step should be done through viewing, reading, or listening. Teacher can choose one of them as the competency. Based on Permendikbud (2013), observing in the step of learning includes reading, listening, or viewing (using media). Other theories based on Komara (2013) mention the steps of learning in observing involve touching, smelling, and other activities which is used human sense. It will develop competency of students to attend to details and use their sense of sight, hearing, touch, taste, and smell whenever it is appropriate. Questioning is asking questions about the information related to the object of observation or offering question to get the additional information about what being observed (started from factual question to hypothetic question). Based on theory from Komara (2013), the questioning can be done through factual question, conceptual question, procedural question, or hypothetic question. Burke (2010) defines factual question as variable; the answer of the question can be found on the text used. the question uses who, what, when, where and how as the key word. Conceptual question is related and concern with the concept rather since the question is usually using how as the word. This step will develop the creativity, curiousness, ability to formulate the question, critical thinking, and develop the habit of long-life learning (Permendikbud, 2013). Giving the opportunity for the students to asking question can motivate students to listen

and more focus during teaching learning process. In the simplest word, this step encourages the students to be more active and critical in the classroom. Experimenting/exploring is doing the experiment or activity, reading the sources except text book, and interviewing the interviewee. This is the next step after questioning. In this step, students must be more active rather than the teacher. Students must read more sources, observe the object or phenomenon more careful, or do the experiment. Exploring will develop carefulness, honesty, respectful, appreciate opinion from others, communication ability, and practice skill in exploring the information through some techniques, and develop the habit of long-life learning (Permendikbud, 2013). Associating/analyzing is the next step after experimenting/exploring. In this step, students will process the information from the result of experimenting/exploring. The aim of associating/analyzing is to increase the knowledge and find the solution of the problem. Associating is done to find the relation from information. In this step, student must analyze the information to find the solution. This step will develop honesty, carefulness, discipline, hard work, and the ability to think inductively and deductively in concluding (Permendikbud, 2013). Communicating is the chance for the students to communicate their result activity. This step can be done in the form of spoken activity, written activity, or discussion. The result of their activity should be performed in front of the class and assessed by the teacher. Communicating is conveying the result of the observation and conclusion based on the analysis (Permendikbud, 2013). This step develops 18 honesty, carefulness, and tolerance, ability to think systematically, express the opinion briefly, and develop the ability of language.

In conclusion, all of the steps encourage students to be more active and increase their participation in conducting the activity. This approach uses students as the center of learning activity. Scientific approach makes students to learn how to observe, think critically, analyze, and communicate. Those activities covered attitude, skills, and knowledge. Through scientific approach the three aspects, attitude, knowledge and skill will develop in which consist of some such activities as observing, questioning, experimenting, associating, and communicating. In addition, Mendikbud (2013) states there are some models of learning which

supported the learning activities, those models are discovery learning, project based learning and problem based learning.

### 2.1.2.3 Scientific approach in instructional process

According to Mendikbud (2013), there are some purposes in instructional solving their own problem systematically, third to create a condition that an instructional process is necessity for the students, forth to achieve a high quality outcome, fifth to practice the students in communicating the idea especially in The above criteria should be noticed by the teacher when conducting teaching and learning activities. In relation to teach English, teacher needs to use an appropriate technique to teach the four English Language Skills. However, an English teacher should be able to conduct learning activities which emphasize on the balances between attitude, knowledge, and skill as what required within Curriculum 2013. Thus, scientific approach needs to be implemented by English teacher during the learning process especially in whilst-activity. In relation to conduct teaching and learning activities, there are learning orders as stated in Mendikbud (2013).

A. Pre-activity has a function to create/build a conducive atmosphere before starting the lesson. Pre-activity is very important to prepare the students to be ready in following the lesson. In scientific approach, the main purpose of pre- activity is to assess students' comprehension of concepts that they have been mastered which has relation with new material that they are going to learn.

B. Whilst-activity is the main process of learning experience. In whilst- activity, the students are in the process of shaping experience. The main purpose of whilst-activity in scientific approach is to build concept based on five steps that have been explained. The application of the five steps in the learning even can be seen as follows.

#### 1) Observing

In the step of learning includes reading, listening, or viewing (using media). The goal of this activity is relating the learning with the real situation face in daily life

where the process of observing facts or phenomena involves listening or reading activity. Here the teacher facilitates students to do observation, exercise them to notice (looking, listening, reading) things or object. Through these activity students are expected to have competences such as seriousness, carefulness, and activation.

## 2) Questioning

Asking question about information related to the object of observation or offering question to get the additional information about what being observed (started from factual question to hypothetic question). Based on theory from Komara (2013), the questioning can be done through factual question, conceptual question, procedural question, or hypothetic question. Here the teacher need to assist the students to ask question related to the result of their observation from real to be abstract things involving facts, concept, procedures, etc. the goal of this activity is encouraging students to think critically, logically, and systematically. Moreover, this can develop their creativity, curiosity, and formulate questions in order to construct their critical thinking.

3) Collecting the information/Exploring The follow-up activity after asking question is exploring and collecting the data from many sources. Exploring is doing the experiment or activity like read something related to the material which beyond text book. This activity is conducted in order to simulation, role play, and other structural activity.

## 4) Associating

Associating is the step where the students must analyze the information and solve problem that they get from exploring. This activity is also called processing information where it is an activity to process information obtained from observation. This activity is conducted in order to find relation between information with another, and to find patterns or concept from the relation among that information. Students then take conclusion from what they have analyzed, through

this activity, students are expected to develop competencies such as honesty, carefulness, discipline and hard work.

#### 5) Communicating

Communicating is the step can be done in the form of spoken activity, written activity, or discussion. The result of their activity should be performed in front of the class and assessed by the teacher. Communicating is conveying the result of the observation and conclusion based on the analysis. C. Post-activity has two functions, the first one for validity about the concept, and the second one for enrichment from the material that has been mastered by the learners. Here, the teacher together with students or individually or in group do reflection in order to evaluate all learning activity and result gained by students. Besides, the teacher has to give feedback toward the learning process and result, give follow up activity in form of assigning students individually or in group, and inform the students about learning activity or material in the next meeting.

#### 2.1.3 The Questioning Stage

According to Permendikbud (2013), In the questioning activity, teachers open wide opportunities to students to ask about what has been seen, listened to, read or seen. Teachers need to guide students to be able to ask questions: questions about the results of observations of concrete objects to the abstract with regard to facts, concepts, procedures, or anything else more abstract. A factual question to a hypothetical question. From situations where students are taught using questions from teachers, teachers still need to help students to ask some questions to the extent that the students are able to ask questions independently. The second activity which is questioning stage hopefully can generate a number of questions from the students. Through questioning activities will develop curiosity of students. The more students learn in the question stage the more curiosity can be developed. These form of the questions from the lower levels to higher level of question. This question activity can give more diverse information from teacher-specified sources to which the learners are determined, from single sources to diverse sources.

There are some functions of questioning according to curriculum 2013 kelas 6 (2015), those are:

1. Arouse the curiosity, interest, and attention of learners about a theme or topic of learning.
2. Encourage and inspire learners to actively learn, and develop questions from and for themselves.
3. Diagnose learning difficulties learners as well as submit a proposal to find a solution.
4. Structure the tasks and provide opportunities for learners to demonstrate attitudes, skills, and understanding of the substance of the given lesson.
5. Generate learners' skills in speaking, asking questions, and giving logical, systematic answers, and using good and correct language.
6. Encourage the participation of learners in discussing, arguing, developing thinking skills, and attracting
7. Building an attitude of openness to give each other and receive opinions or ideas, enrich the vocabulary, and develop social tolerance in living in groups.
8. Teach the learners to think spontaneously and quickly, and be ready in responding to problems that suddenly appear.
9. Teach politeness in speaking and arouse empathy ability.

There are some criteria of good questions according to kurikulum 2013 kelas 6 (2015), those are brief and clear, inspiring answers, focused, probing or divergent, reinforcing, giving learners the opportunity to rethink, stimulating the increasing demands of cognitive ability, stimulating the interaction process. A good and right question from the teacher can inspire learners to give good and right answers.

## 2.2 Empirical Review

Agustin (2014) conducted a study focusing on the problem that was encountered by two trainee teachers of SMPN 3 Jember during the implementation of Curriculum 2013. The result of the study shows that the trainee teachers are still confused in arranging or formulating the lesson plan based on the criteria of Curriculum 2013 and they are still confused when applying the scientific approach. In addition, the trainee teachers were unable to make the students engaged in learning activities. The other researcher is Pahlevi who conducted a research in 2015. It was found that the teacher's activity in questioning and associating stage were less effective rather than the other stages. The students were inactive and behave silently 26 in questioning because most of them were ashamed or afraid when asking to the teacher.

Septiyana (2016) also had conducted a similar research. the study was concerned on the evaluation of the learning steps in scientific approach. It was found that there is still discrepancy between standard and the real implementation. There are some missing points in every step when the teachers teach using this approach such as in the questioning and communicating step. This present research has similarities with those empirical studies. The analysis covers the implementation of scientific approach and problem encountered. Apart from those similarities, this study is different from those empirical studies. This study aimed to observe the implementation of the questioning stages in English instruction at SMA Negeri 1 Tabanan. The researcher also observes English teachers of X and XI grades in SMA Negeri 1 Tabanan in implementing the questioning stage in English instruction and identifies the problems encountered English teachers of grade X and XI.

Thesis 7

## CHAPTER II REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses some relevant principles, concepts, and theories which underlying the present study.



## 2.1 The Definitions and Types of Advertisement

The advertising industry cannot be separated with the principle usage of language and communication. Nevertheless, the usage of language in communicating advertisement is different from its usage in our daily activities. The language of ads should be attractive, persuasive, and vivid in order to attract the customers' curiosity in product (Eid, 2012).

The advertising use typical language to promote their products, they use well-arranged slogans to attract readers or consumers and from the researcher point of view, well-arranged slogans used different communication language from what people use in their daily activity because people will read it and will get the meaning what slogan means. The advertisement must be able to influence the audience or receiver and make them change their perceptions of the product and finally they will take positive action to buy the offered product. He also stated that advertisement is a message of a product delivered through media, supported by sponsors to some or all people.

In making a product of advertisement, language is an important art, because language is the system of sound and word used by human to express their thoughts and feelings, the particular way or style of speaking or writing, and the words and phrases used by a particular group or profession. According to Hornby (1995;18) advertisement is a public notice offering or asking for goods, services, etc, while, Ducoffe (1996) stated that Internet advertisement includes many forms of commercial content-from electronic advertisement that are similar to traditional advertisement. On the other hand, McNamara (2008) proposed that advertising is bringing a product (or service) to the attention of potential and current costumers. Based on the definitions of advertisement above, the researcher concludes that General advertisement or Internet advertisement is a form of communication in which the main purpose is offering any kind of goods or services to the potential clients. According to Baran (2006; 306-397) there are two general types of advertising based on its purpose and target market, namely;

### a. Institutional advertising

In institutional advertising, the companies do not only promote their products but companies also promote their names and reputations. If a company has a good corporate image or name, it will make that company easier to sell its product. b. Industrial advertising Advertising products and services directed toward a particular industry, for example; Internet web-advertisement, which runs ads from program syndicates hoping to sell their products to internet user. There are still many other types of advertisement proposed by some other researchers (see. McNamara (2008); Holloway and Robinson (1995); and Wikipedia, the free encyclopedia), however, the principle of their classifications is almost the same, such as attract every consumer to buy the products by putting every magic word on the advertisement media. According to McMillan (2004), Web-advertisement is one of the most sophisticated type of advertisement today. It is a kind of publication from a certain company, organization, and individual, which is published through website. Web-advertisement gives many advantages both for the tourism companies and for the clients or costumers. Web-advertisement provides more complete data and figures which easier to be accessed by the prospective clients or costumers all over the world. The clients who want to make any reservation are able to do it through website. It is more efficient and effective both for the clients and for companies.

## 2.2 Elements of Advertisements

### 2.2.1 Headline

Simple headlines cannot compel readers to be interested in the advertisement. Thus, a good headline must be able to attract readers and convince them to be interested in the product that is presented in the advertisement. In reading headlines, the style

of headline mostly found are declarative, commanding, curiosity and question. Effective headlines should be short, specific, apt, original and interesting. Every company needs headline as its marketing tools (Nunley, 2004). It is because headline can help the companies to convey their messages to the prospective customers. A headline of an ad is the first thing that will be read by the prospective customers when they see an ad at the first time. It means that headline has an important role in convincing the customers to read an ad and interested in buying the product being advertised. It is due to the fact that the headline of an ad commonly performed to be punchy, emotionally engaging, and easy to be read by the customers.

2.2.2 Body Copy Body copy or copy is the text of the advertising; the paragraph of small type. Body copy is what really sells a product. It directs the reader to act, contains the product details, and stresses how the product will benefit the customer. This text uses emotional and logical appeal to create a desire for the product. Sometimes, body copy purposefully uses imperfect grammar, but still can be easily understood; it commonly imitates spoken word, therefore that the wording has a more intimate feel to the reader. This simulates personal communication between a company and its customer. The content develops the sales message and provides support, states the proof and gives explanation. It can be found in a product and service that need explanation of the service, such as in business-to-business services. (Blakeman, 2005, p. 40; Burnett, len, & Semenik, 2009, p. 386) The body copy is the text in the advertisement that provides support and details about the product or the current offer. It provides explanation and supports for the product promises. It is formulated to integrate all the elements of the copy structure like illustration, copy and the signature elements. Its major task is to provide evidence to support the validity of the claim made for the product. It is used in reinforcing the claims through the usage of the following devices; (1) present tense, singular (2) active verbs (3) variance of the sentence length and (4) involving the audience. The content of the body copy includes the following: (1) benefits of the product (2) testimonial from customers (3) expert opinion (4) narrative about the product or a

customer (5) examples (6) options (7) rhetorical questions (8) statistics about the product and (9) positioning information. (Elebute, 2016, p.31) 2.2.3 Slogan Slogan is a short memorable phrase used as a tagline to represent the product or service. It rarely changes. Most of the slogans present a benefit and quality of the product (Jefkin, 1976). Advertising slogan is an important part of any marketing campaign and has been used by various organizations for more than a century. Slogans are the most effective means of drawing the attention of the general public or consumer base to one or more aspects of a product, while visual or audio materials. In tourism advertising, most advertisers play on headline, sub-headline or copy, and slogan. There are some rational appeal present about information and benefit of the product shown in the body copy. Nevertheless, the advertising likely plays with the senses of a human body, vision, hearing, and touch in order to bring the reader feelings. Thus, in which way figurative languages are used in each element of tourism companies advertising should be investigated.

### 2.3 The Language Used in the Advertisement

The Language system is by far the most potent expressive model in spoken word and textual writing ever activated by people of all cultures. (Kayode, Obielodan, Ogunduyile, 2012, p.118). According to Janoschka (2004:122-124) an advertisement should be attractive, well organized, clear, and persuasive. It can also be completed by some pictures to make it more attractive. Advertising language, language and thought are connected. It deals with arousing curiosity unlike language in literature. In literature, the writer creates a feeling though words that the reader can feel when reading. Moreover, language in advertising may have to break the rules of grammar because it can be seen often in advertising messages that grammar structure is disregarded and it tends to focus on wordplay and rhetoric (May, 1995, p. 6; Tipper, Hollingworth, & Hotchkiss, 1921, p. 150). Moreover, Pope (2003) states that in creating a persuasive sense of an ad, many types of figures of speech are often used. In linguistics point of view, the language use in advertisement is considered unique, as the message contained does not easily relate to the literal expressions. Language of an advertisement is commonly performed to be very attractive which can create an imagination, good impression that can make

the products which are promoted being valuable in the mind of the readers. According to Chaysin (2011), language of an ad contains a lot of contemplating, amusing, and sometimes confusing consent. In order to grasp the point, one should not come to its literal meaning, but merely to its figurative essence. Thus, figurative language found in advertisement is perform to attract the interest of the readers by creating extended image beyond its literal expressions.

### 2.3.1 Features of Advertising Language

According to Chaysin (2011), there are three features in advertising language, which are English lexicon, English syntax, and figures of speech or rhetorical devices. All elements, words/sentences, grammar structure and rhetoric combined are essential in producing advertising messages.

#### 2.3.1.1 English Lexicon

Lexicon in advertising language is different from common English language. It is more condensed, visual and emotional. Most words found in advertising are simple and informal words, misspelling and coinage words, loanwords, word reduction, use of verbs adjectives and compound verbs.

#### 2.3.1.2 English Syntax

Sentence structure in advertising messages is quite simple, easy to understand and attention grabbing. It is more interrogative sentences and imperative sentences. The technique of using disjunctive clauses and minor clauses also can be used in in advertising.

#### 2.3.1.3 Figures of Speech or Rhetorical Device

Figurative language plays major role in the advertising message as it can make message more outstanding and effective. It also has power to illustrate and can connect to human thought. The language of advertising has its own ways of using literary devices to achieve multilayered meanings. English lexicon and English

syntax seems to be a general technique that advertisers can use to create the message, but figures of speech seem to be the great technique. The researcher can conclude that the advertising can be accomplished by a good use in language and writing. Messages in advertising do not involve only words or meanings but also psychology in the human mind. (May, 1995, p. 6; Tipper, Hollingsworth, & Hotchkiss, 1921 p. 150). According to Christopher (2013, p.773). A rhetorical figure has been traditionally referred to as an artful deviation from the usual or ordinary mode of expression, whether in speech or writing. It occurs when an expression departs from the norm, is not discarded as being unintelligible or defective, it deviates in form rather than content, and the deviation complies to a fixed pattern according to specific contents and contexts. A figure in the schematic mode or scheme (Greek, schema, form, shape) has the feature of excessive order or regularity while a figure in the tropic mode or trope (Greek tropein, to turn) is associated with a lack of order or irregularity. The latter term is used to represent to domain of figurative language. McQuarrie and Mick (1996, p.424) as cited in (Mzoughi, Abdelhak, 2011 ,p.257- 258) developed a framework to classify the rhetorical figures that differentiate between figure and nonfigurative text, between two types of figures (schemes and tropes) and among four rhetorical operations, namely, repetition, reversal, substitution, and destabilization. Their framework is validated by preliminary validation data and is connected to suggested consumer responses. The present study makes use of some aspects of this analytical approach to rhetoric.

#### 2.4 General Language Technique in Advertising

According to Brno (2008). Each act of communication, including advertising, is done through the means of language which performs different functions in different contexts. In human communication, language usually plays the main role in carrying a message. The message of advertisements must be able to influence the audience or the readers. Moreover, some advertising messages can combine Message poetic (focus on beauty, artistic qualities, special character, used in poetry,

advertising) Contact phatic (checking or establishing contact) Code metalingual (negotiating or checking the language) general technique and figures of speech together to make the message more powerful.

## 2.5 Figurative Language or Figure of Speech

Figurative language or figure of speech is considered as a way of saying thing in distinctive way in order to achieve a special effect in a sentence (McArthur, 1992). Morer, Gril (1987) usehermwordply?nstagure t basic meaning is principally the same. Further in the next part, the researcher explains about the definition and principle of figures of speech in more specifically to give basic knowledge on figures of speech. As has been mentioned previously, figures of speech give a big influence in creating figurative sense that can persuade the mind of the readers. Before identifying the types of figures of speech found in web-advertisement, it is important to understand the term figures of speech.

### 2.5.1 Figures of Speech in Advertisements

Figures of speech are a form of speech artfully varied from common usage (Corbett, 1965) It can also be called figurative language or rhetorical figure. It is a imaginative relationship of language and thought and it is the language or rhetorical figure. Burmmett (2008) also defined figures of speech as the sum of total of language habits distinguishing one message from another. Albert, Katz, Cacciari, Gibbs & Turner (1998, p. 131, p. 164) add that figurative language is a language of imagination that helps convey meaning in an artistic manner. It breaks language rules, uses colorful words imaginatively or even makes up new words. Rhetoric, the discipline of argumentation, is concerned not only with the message but with the determination of the most effective persuasive methods of presentation and frequently incorporates the use of rhetorical figures/devices. A rhetorical device or figure of speech is an artful deviation (Corbett, 1965) and the expression is not rejected as nonsensical or faulty, the deviation occurs at the level of form rather than content, and the deviation conforms to a template that is invariant across a

variety of content and text (McCrriend Mik, 1996). Recognizing that a major goal of advertising is not only to inform, but also to persuade, it is not surprising that advertising is sprinkled with rhetorical devices (Leigh, 1994). Combining these definitions, the researcher can conclude that the definition of figures of speech or rhetorical devices is language that is produced by using different words metaphorically or changing sentence structure to create a message to be more vivid in an imaginative way. The meaning of the sentence may present in a figurative way that the reader must use their imagination to comprehend the whole meaning. Figures of speech can also render out thought vividly concrete and they can stir emotional responses easier than literal language. Literal language is words or group of words that do not differ from their defined meaning. Unlike figurative language that refers to words or group of words that exaggerate or change the usual meanings of the words, literal meaning can be explained, while figurative meaning cannot (Berdin, 1992; Albert, Katz, Cacciari, Gibbs & Turner, 1998). Since figure of speech is the language of imagination and persuasion that is often used in tourism industries, hotel, villa, resort, tour and travel and others. However, each type of advertising might use different figures of speech in creating advertising message. Figure of speech according to Przybyla (2011) is the use of language, which has a function of making the language more expressive. She classifies figures of speech into 5 categories, namely; Apostrophe, Hyperbole, Metaphor, Metonymy, and Oxymoron. On the other hand, Perrine (1982) defines figure of speech as a way of saying thing and meaning another. Figurative language is language that cannot be taken literally. She further states that figurative language has function of giving extended meaning to words, phrase, or sentences from their literal expression. Perrine also states that figurative language can give imaginative pleasure and emotional intensity.

## 2.6 Empirical Review

The numbers of researches conducted on figures of speech in advertising are varied and their researchers are limited only to each type of figures of speech.

Rosa (2013), conducted research on Types of Figurative Language used in Internet Advertisement, the data were slogan in advertisement in internet. There were 100



ads, it consists of 50 ads. The data were analyzed and classified into types of figurative language. They only focus on analyzing about four types of figurative language that were used in internet advertisements. They found that personification was the highest number of types of figurative language that used by advertisers and metaphor was the lowest number that the advertisers used in internet advertisements.

Hah (2008) conducted research on figures of speech in English Magazines' Advertisement, which used fashion magazine or people magazine as a subject. The study discussed the relevance of figurative language to consumer advertising research, and research about the frequency and function of figurative language. The researcher found that pun in trope category is found the most. Metaphor is the second mostly found in the study. For scheme category, the most common is alliteration.

Widiyanto and Susanto (2009) conducted research on figures of speech; metaphor used in housing advertisement in the point newspaper, the data were words, phrases and sentences in the housing advertisements that contain metaphors. They also meant to analyze metaphor used in housing advertisements, the analysis conducted through several steps, first the advertisements from the Jakarta Post newspaper were collected and then those advertisements were arranged in data cards as an attempt to know the metaphor and separated based on the types. Finally, the classified phrases or sentences in the Advertisements were identified and were interpreted to get the final results. The result of the analysis of metaphor used in housing advertisement showed that there are 10 hyperbole = 80%, there are 4 metonymies = 18% and only 1 personification = 2%. It shows the most used metaphor is hyperbole. In this case hyperbole is the easiest metaphor to be used to describe some exaggerated message.

In his study, Leigh (1994) investigated the frequency of the use of figurative language in printed advertising headlines. It showed each category of figures of speech used in ad headline and examined which factors relate to their use. The research emphasized on sports, finance, special interest, and lifestyle magazines.

The result of the study revealed alliteration, assonance and puns are widely used in ad headlines. The result also revealed that different kinds of figures of speech tended to be used in different types of magazines for different product categories. Thus, in this point, investigating more on the use of figure of speech in advertising headlines should help support previous research.

McQuarrie and Mick (1993) conducted research on figures of speech in contemporary magazine advertisements, which used People magazine as a subject. The study discussed the relevance of figurative language to consumer advertising research, and research about the frequency and function of figurative language. The researcher found that pun in trope category is found the most. Metaphor is the second most found in the study. For scheme category, the most common is alliteration. As mentioned, this study investigates overall consumer advertising. If the research is conducted on specific types of product advertising, the result on the use of figurative language might be different.

The researcher finds that hospitality service has its own unique characteristics different from other types of products since it must show the sensory appeal that the reader can feel the place and see it through their mind. The researcher examined figurative language in tourism industries from web advertisement and observe different figurative language that is used by studying headline, sub-headlines, body copy and slogans in tourism companies on web- advertising.

## CHAPTER II REVIEW OF RELATED LITERATURE

2.1 Theoretical Review This chapter presents some concepts related to the topics of the study. It includes the definition of novel, the elements of novel, gothic literature, and multicultural conditions.

### 2.1.1 Definition Novel and The Elements of Novel

Wellek and Warren (1949:3) state that literature and literature study are different. Literature is a creative activity or an artwork, while literature study is a branch of science (Wellek & Warren, 1949). So, literature is the result of creativities from an artwork. According to Long (1991:3), literature is all written records including history and science, as well as poems and novels. Usually novel is about author's imagination. The American College Dictionary (in Tarigan, 1994: 830) states that a novel is a long prose fiction that describes the characters, movement, and action in real life that represented in a plot. In line with this statement, Hawthorn (2001: 102) states novel is prose fiction that present a narrative about characters and their actions. The novel basically aimed for entertainment.

As stated by Wellek and Warren (1949) in Burhan Nurgiyantoro (2005: 3) reading fiction is enjoying the story, entertaining self to get spiritual satisfaction. Novel is an expression and illustration of human life with various complex life problems that could lead into conflicts. Through novel, a writer could tell every aspect human's life including about various human characteristics in it. Diyanni (2001) state literature works are divided into three, namely poetry, theater, and fiction. Literature work is developed by two elements, namely intrinsic and extrinsic (Diyanni, 2001). Function of intrinsic element is to build creativities in literature such as plot, theme, settings, character, conflict, message, and point of view (Diyanni, 2001). Kenney (1966) states a fiction has various conflicts, such as conflict between self, between someone and society, or between someone and environments. Thus, it can be concluded that novel is a kind of fiction built from its

intrinsic elements which reveals life conflicts of the characters deeply and softly in longer form and comes last compared to other fiction such as roman and short story. Novel as fiction is built through its intrinsic elements such as theme, characterization, plot, message, and point of view. We usually find an intrinsic element in a story (Diyanni, 2001).

#### 2.1.1.1 Theme

Staton (2007:7) states that theme gives a unity about what is happening in the story and relates the story with real life context. Theme gives a shape in, so the story is easy to remember. A good theme has to represent the entire story in the novel (Koesnosoebroto, 1988). Nurgiyantoro (2007:13) states that the theme in the novel can be more than one. This caused the novel has multiple and complex plot and conflict. Besides, the theme became the basis of development of the whole story, so it is animating the whole story (Nurgiyantoro, 2007).

#### 2.1.1.2 Plot

Plot is one of the important elements of literature work because plot tells important events that occur in the story (Stanton, 2007). According to Boulton (in Waluyo, 2002: 145) plot is events selection arranged in a series of time that causes someone to be interested to read and to know the following events. (Kenney, 1966 in Kirana, 2011) states the structure of plot can be divided in terms of beginning, middle, and end. The beginning takes us from the exposition to the initial statement of conflict, the middle from the conflict through complication to climax: and the end from climax to denouement.

#### 2.1.1.3 Characters and Characterization

Abrams (1981: 20) states that characters are people who are shown in a narrative work, or theater, which are interpreted to have moral qualities and certain tendencies such as expressed in utterance and what is done in an action. According to Foster (1990), characters are divided into two kinds, flat character and round character. Flat character is a character that shows only a side, for example: only

good or only bad. Meanwhile, round character is a character that shows both sides, either it is good or bad and also the strengths and weaknesses. According to Djibran (2008: 58), characterization includes identity making, nature, behavior, and characteristic of the character that are told. Characterization is how the writer illustrates and develops the nature of the 13 characters of his/her story (Esten, 2008). Characterization or characters are usually used in two contexts (Stanton, 2007). First, characters refer to individuals who appear in the story. Second, the characters refer to a mixing of various interests, wishes, emotions, and moral principle of those individuals ? (Stanton, 2007). According to Edgar (1987) in Gullit (2011) a character is defined as a verbal representation of a human being. Characters are portrayed through action, speech, description, and commentary, to make readers care about them or to hate them. According to Croft (2002:113) in Furi (2012) characters are the central feature in a novel. To set a picture of a characters, reader can pay attention to its physical appearance, clothing, what a character say and how it is said, how he ads, and how he develops in the story (Croft, 2002 in Furi, 2012). Robert and Jacob (1987) in Gullit (2011) describe that determining a character most disbanding traits is the first step to analyze a character. A trait is a quality of mind or habitual behavior, such as denying debts borrowed money, avoiding eye contact, or being self-centered. Some traits are minor and easy to miss.

#### 2.1.1.4 Settings

According to Stanton (2007) settings are environments where the story happen that gives realistic impression to readers and which creates certain atmosphere about the story. Semi (1993: 46) states that settings are the environments where events occur, including time and place in the story. It means that settings cover the time and place of occurring events. Hamalian (1967) explains that settings are divided into three categories, namely place settings, time 14 settings, and social settings. Place settings are things related to geographical matters. Time settings are related to historical matters. Social settings are related to social life. According to Nurgiyantoro (2005: 216), settings as one of the elements of fictional stories should be able to give a base of stories concretely and clearly. It is important to give a realistic impression to readers, so it creates a certain atmosphere as if it is real and

occurring. Readers judge truth, accuracy, and actualization of settings that are told in stories so readers feel more familiar. From several opinions above, it could be concluded that settings are environments or locations of occurring events in stories which include place, time, and social that determine natures and characteristics of characters from stories.

#### 2.1.1.5 Point of View

Point of view is the position from where a writer tells his/her story (Semi, 1993). According to Minderop (2005) point of view determines the main character and supporting characters (minor), and how readers comprehend their characterization. Hamalian (1967:445-447) adds that point of view is related with who tells the story and how the story gets told. Coyle (1998:248) states that point of view is related to how stories in a novel are told. It is way to show how the characters appear and what problems they have (Coyle, 1998). According to Peck (1994), point of view is a technique used by the writer to find and tell a meaning about his/her artwork to readers.

#### 2.1.2 Gothic Literature

Gothic literature has a close relationship with a literature period called as the Romantic period (Nurgiyantoro, 2008). According to Thorslev (1962: 16), romantic literature employs theme like as liberalism, exoticism, supernaturalism, and view about nature. When a romantic genre is focused on supernatural theme, the novel is usually called a Gothic Romance (Botting, 1996). Byron and Punter (2004) states that genre of fantasy, supernatural, and occurrence considered as vile appear in Gothic fiction. Byron and Punter (2004) state when readers read gothic fiction, they usually feel serious fear and tension. One of the gothic fictions is a novel *The Hobbit* by J. R. R. Tolkien. The novel describes how a group of elves and Dwarves live together with humans and Hobbit. The description of Elves and Dwarves is only an imagination made by the writer because in real characters like Hobbits, Elves, Dwarves, Wizards, and Goblins do not exist.

#### 2.1.3 Multicultural Condition

Furnivall (1967) in Moeis (2008) states multicultural conditions are when society consists of two or more elements of cultures that live separately within a single political unity. According to Furnivall (1967) there are four kinds of multicultural society. The first is multicultural society with a balanced competition, it means a community consists of a number of communities or ethnics that have a balanced power. The second is multicultural society with the dominant majority, it is when the certain ethnicity has stronger political or financial over the other ethnicities. The third is multicultural society with a dominant minority. In this kind of society, there is one minority group which dominate the politics and the economy of the society. The last one is multicultural society which is fragmented. It is when a society is made up of several small ethnic group with no dominant ethnicity. The presence of the various cultures in society brings diversity in human life. Berghe (1967) in Moeis (2008) states that the multicultural society has several characteristics. First, the society is divided into groups of different cultures and subcultures. Second, the society has a social structure with different institutions but the institutions are not complementary. Third, there is a lack of willingness among the number of the community to form a consensus about fundamental social values. Fourth, there is a lack of awareness to build consensus for avoiding conflicts. Fifth, conflicts are usually avoided with relative use of power. Sixth, failure to avoid conflicts will lead to disintegration. The multicultural condition in Indonesia is essentially a result of the socio- cultural or geographical diverse (Furnivall, 1967). Indonesia is called plural society because it consists of several groups. There are 656 tribes in Indonesia (Hidayat, 1997) with around 300 species of local language (Koentjaraningrat, 1993). Geertz (1983) mentions that there are more than 300 ethnic groups in Indonesia, with different language and cultural identity. According to Albert and Triandis (1998) to develop multicultural understanding, it is important to experience multicultural phenomena. Because, it is important to learn how to understand each other in multicultural society. Multicultural novel can educate students in developing realization of humanity which is equal for everyone and also to comprehend and respect multicultural society (Loris, 2007). The Hobbit by J. R. R. Tolkien is one of the novels which 17 includes the multicultural conditions.

There are so many clans in Middle Earth of the novel of them gather together to fight evil.

## 2.2 Empirical Review

Putra (2012) conducted a study about the representation of multiculturalism in the novel *Trilogi 'SRani'* by Djelantik Santha. He argues that the *Trilogi 'SRani'* by Djelantik Santha represents multicultural elements including language element, moral and traditional element, and religious element. This study reveals that multicultural elements were mostly contained in those novels. This research was about elaborating multicultural representation in a literature work namely novel. The difference between those two researches was at the novels being analyzed.

The second research was done by Yulianti (2013) who analyzed the representation of multicultural education in a novel entitled *Yin Galema* by Ian Sancin. This study reveals that the analytic structure of novel that was seen from the plot, characters, characterization, settings, and point of view and contained five values related to the multicultural education namely democratic value, justice value, tolerance value, religious value, and cultural value.

The last research was done by Marinda (2014) entitled *Multiculturalism in Novel Kusut* by Ismet Fanany. She analyzed the multiculturalism in novel *Kusut* by Ismet Fanany using the theory from Nurgiyantoro and Thobroni (2010) namely solidarity and brotherhood, gender equality, open trade, family value, respects toward morality, self-fulfillment in life, and various controls of 18 authorities. Marinda (2014) used qualitative research by using descriptive methods.

The study revealed that the novel *Kusut* included multicultural values in its characterization, plot, and settings.

## 2.3 Research Model



This study was conducted by adopting of Miles and Huberman (1994) model of qualitative method. According to Miles and Huberman (1994), a qualitative research is conducted in three simultaneous activities namely data reduction, data display, and conclusion drawing. There are three main components: data reduction, data display, and conclusion drawing. The data reduction occurs continually throughout the analysis such as editing, segmenting, and summarizing the data. The data display enables the data to be organized and summarized, and show what stage the analysis has reached. The conclusion drawing follows the reduction and display of the data and it happens at the same time with the data reduction and data display. Adapted from the figure of Miles and Huberman (1994), this study also used the same way in the process of analyzing the data. In the data reduction, the data obtained quite a lot, for it should be noted carefully and detailed. Data reduction meant summarizing, choosing the essentials, focusing on the things that matter, looking for themes and patterns and removing unnecessary ones. Then the next process was data display, the presentation of data was done in the form of brief descriptions, charts, relationships between categories and the like. By displaying the data it would reveal to understand what was happening, plan the next work based on what had been understood. Then the initial conclusions was drawn, which was still temporary, and changed if no strong evidence was found to support the next stage of data collection. After that, the data was reduced again to review the data to be used in connection with the research question. The process is repeated as necessary to make the conclusion credible.

## CHAPTER II REVIEW OF RELATED LITERATURE

This chapter covers the review of related literature which consists of theoretical review and empirical review. Theoretical review includes definition of writing, process of writing, definition of errors, differences between errors and mistakes, definition of error analysis, significance of errors, classification of errors, and sources of errors. Meanwhile empirical review includes the studies related to error analysis which have been conducted previously.

### 2.1. Theoretical Review

#### 2.1.1 Definition of Writing

White and Arndt (as cited in Alves, 2008) describe writing as a form of problem-solving which involves such processes as generating ideas, and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning. Byrne (as cited in Hermanto, 2016) states that writing is production of graphics symbols to form words in sequences of sentences arranged in particular order. Writing also is process of encoding a message to transfer meaning to reader. Nunan (as cited in Alves, 2008) stated that writing is not a spontaneous skill or cred siy, n ci s ed s bly hem ffiul hit o do in lngua?. e( as cited in Krashen and Lee, 1991) noted that inspiration is the result of writing, not the cause. According to Rivers (1981), writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, (2001) also claimed that writing is a thinking process. Oshima and Hague (1997) argued that when you first write something down, you have already been thinking about what you are going to say in written form and how you are going to say it. In addition, writing is an activity of expressing messages, ideas, and information in written form. Writing is an activity of producing a written product or as t trs? ffortttnsfetits ntwords n tform Besides, writing also can be defined as a thinking process to discover an ideas that will be present in a written form.

### 2.1.2 Process of Writing

According to Astuti (2011), writing process is several actions which have to be done by a writer if they want to write something. Brown (as cited in Saputri, 2014) described that writing process tend to be framed in three stages of writing. Those are pre-writing, drafting and revising. Pre-writing is aimed to generate ideas, which can happen in numerous ways; reading (extensively) a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor initiated questions, and free writing. Then, drafting and revising stages are the core processes of writing in traditional approaches to writing instruction. Richard and Willy (1990) states that there are four stages in writing a text, namely planning, drafting, revising, and editing. Planning is brainstorming activity in order to lead the students to think about what they want to write. Drafting is an activity where the writers are focused on the fluency of writing. Revising is an activity to review the text on the basis of the feedback given by the teacher. Editing is an activity where the students engaged in tidying up their texts. Harmer (as cited in Saputri, 2014:9) explains there are some stages of the writing process. The stages are presented as follows:

#### a. Planning

In this stage, the students make a list of ideas related to the topic. They plan what they are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments.

#### b. Drafting

After the students have a list of ideas related to the topic, it is the stage for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

#### c. Editing

In this stage, students should re-write their first draft after finishing it. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Not only that, but also encourages students to find and correct their mistakes in writing.

#### d. Final Version

In this last stage, the students re-write their draft after revising with peers and teachers. The students have a good written text in the final product since they do the editing process before. From those explanation by experts, it can be conclude that the process of writing is important to be followed in order to produced a good product of writing. There are several stages that should be followed. Before began to write something, students need to plan about what they want to write. Then, they need to focus on what they are thinking about and start to write. Revising and editing their writing is needed to make their writing better.

#### 2.1.3 Definition of Errors

Errors are defined as systemic deviation of a language committed by students due to incomplete knowledge of the language (Abed, 2013). Phuket & Othman (2015) states that errors are considered as the important mark of the language development in language learning. According to Brown (2007), errors are e esultof ?s systematicompeten(the sis orrect) Corder (1976) points out that errors are inevitable. They will always occur in spite of our best efforts. According to Dulay, Burt & Krashen (1981), errors are the part of conversation or the composition that diverge from some selected norm of mature language performance. Making errors is an inevitable part of learning. In learning the language, people cannot learn the language without making errors. Errors will be committed repeatedly since students are unaware that they commit errors.

#### 2.1.4 Differences between Errors and Mistakes

According to Brown (1980) learning is a fundamental process which involves the making of mistakes and errors. Mistakes refer to a failure to use a known system correctly in process of producing sentences in the target language, while errors are noticeable deviation from well-formed sentences. Corder (1967) states that mistakes are random performance slip caused by fatigue, excitement, etc. meanwhile errors are systematic deviation made by learners who have not mastered the rules of English usage.

#### 2.1.5 Definition of Error Analysis

According to Richard et.al (as cited in Hasyim, 2002), error analysis is the study of errors made by the students. Error analysis may be carried out in order to find out how well someone knows a language, how someone learns a language, and obtain information on common difficulties in language learning. According to James (1998), error analysis is the process of determining the incidence, nature, causes, and the consequences of unsuccessful the language. Kang & Chang (2014) states that an error analysis can be done not only with pronunciation, lexicon, and grammar, but also with sociolinguistics and pragmatics errors. For a long time, research on grammatical errors far outnumber research on other types of errors. Another explanation from expert about error analysis is according to Dulay, et al (1981), error analysis has produce the insights into the second language acquisition process that have stimulated the major changes in teaching practice. It is controversial contribution that has been discovery that the majority of grammatical errors of second language learners made do not reflect their mother tongue. Dulay et al (1981) defined the error analysis movement can be characterized as an attempt to account for the learner errors. In conclusion, error analysis is a technique that compares the errors committed by learners in target language and target language form itself by using a set of procedure provided by expert. Error analysis can be defined as a study which aimed at finding out the errors committed by the students.

#### 2.1.6 Significance of Errors

Alhaysony (2012) states that in the past, errors were considered as a problem that should be eradicated as soon as possible, but now they are regarded as a device which can be helpful in the learning process. According to Nezami & Najafi (2012), the analysis of errors provide researchers with valuable information on learner language, types of errors found may help teachers to know the errors commonly made by students. Corder (1967) states that errors are significant in different ways. Errors are significant for teacher, for researcher, and for students themselves. For teacher, analysing errors can help teacher know progress in learning English. For researcher, analysing errors which commonly made by the students, researcher can get the information about errors commonly made by the students. The last significant of errors is that for students themselves. The making of errors can be regarded as a device used by students to learn from errors that they made before. It is a strategy in both acquiring mother tongue and learning second language or foreign language. Thus, it can be conclude that error analysis can give valueable information for teachers to know the errors commonly made by the students. Thus, teacher can find an innovative way to teach English to the students to make students are able to master the English easily.

#### 2.1.7 Classification or Types of Errors

Azhar (1989) explains fourteen types of errors, those are Singular-Plural, Word Form, Word Choice (Diction), Verb Tense, Add a Word, Omit a Word, Word Order, Incomplete Sentence, Spelling, Punctuation, Capitalization, Article, Meaning not Clear, and Run-On Sentence. According to Abed (2013), there are two main classification of errors, namely, linguistics-based classification and process-based classification. In linguistics-based classification, there are four major categories (Keshavars in Abed 2013). Those categories are orthographic errors, phonological errors, lexico- semantic errors, and morphological-syntactic errors. In process-based classification, there are four major categories (Brown in Abed 2013). Those categories are omission, addition, substitution, and permutation. Brown (2007) classified errors into four types based on categories for description of errors; those are addition, omission, substitution, and ordering. Addition is errors in involving an element into incorrect location. Omission is errors occur when one

element is deleted from its location. Substitution is errors that occur when one element is substituted for another element. Ordering is errors occur when two elements exchanging position. It is related with the structure of the word used. Dulay et al (1981) classified four types of errors. Those are linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. Those four types of errors which are classified by Dulay have their own classification. Linguistic category taxonomy classifies errors in respect to the language component or the particular linguistics constituent that the errors effect or both. The language component includes phonology (pronunciation), morphology and syntax (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Surface strategy taxonomy points that the way surface structure are changed. Surface strategy taxonomy classifies errors into four categories those are addition, omission, misformation, and misordering. Comparative taxonomy is based on comparison between the structure of second language errors and certain other types of constructions. Comparative taxonomy classifies errors into four categories, namely, developmental errors, interlingual errors, ambiguous errors, and other errors. Based on those types of errors, in this study the researcher will conduct the data by using the second taxonomy from Dulay et al (1981), surface strategy taxonomy. This taxonomy is chosen because this taxonomy almost the same with the types of errors which fall under process based classification which refers to the processes of errors committed. This taxonomy also almost the same with types of errors based on categories for description of errors by Brown (2007).

## 2.2. Empirical Review

First, the study from Alhaysony in (2012) which aimed to provide a comprehensive account of the types of the errors produced by Saudi female EFL students in their use of articles, based on Surface Structure Taxonomies (SST). The data were collected from written samples of 100 first-year female EFL students at the Department Ensh n Univey Ha?ilThe s y that Arabic interference was not the only source of errors, but that English was a source of many errors as well. The finding showed that 57% of the errors were interlingual ones, indicating the influence of the native language. Intralingual errors represented 42.56% of article errors. The

result also showed that L1 interference strongly influences the process of second language acquisition of the articles.

Second, the study from Bayinah in (2013) which aimed at (1) analyzing the types and frequencies of grammatical errors committed by the first grade students of MA Al-Khairiyah in using simple past tense and (2) finding the sources of the errors. This study was designed as a descriptive qualitative study. The subject of this study was 31 first grade students of MA Al-Khairiyah. The result of this study showed that the students committed four types of errors, those are omission (41.1%), addition (4.9%), misselection (53.4%), and ordering (0.9%). The sources of errors were interlingual transfer (56.4%) and intralingual transfer (43.6%).

Third, the study from Limengka & Kuntjara in (2013) which aimed at finding out the types of grammatical errors committed by the fourth semester 28 students at Petra Christian University in their writing. The researchers classified the errors into five categories which included addition, omission, misformation, misordering, and blends. The result of this study showed that the subject of this study committed 266 grammatical errors, namely, addition (6.02%), omission (20.30%), misformation (68.05%), misordering (3.76%), and blends (1.88%).

Fourth, the study from Noviyanti in (2014) which aimed to analyze and classify the types and sources of students' grammatical errors in descriptive text. The study was designed as a case study. The subject of this study was class 8.8 which consisted of 30 students. The data were collected through test. The result of this study showed that the students committed four types of errors, namely, selection (57.9%), omission (29.8%), addition (7.6%), and ordering (4.7%). Those are four previous studies about errors commonly made by students in writing.

They show the types of errors commonly made by students and the sources or the cause of errors. Errors which made by students are article, omission, addition, misordering, blends, misformation, selection, misselection, and ordering. The sources of those errors are interlingual transfer and intralingual transfer. First study focuses only at errors in articles, based on Surface Structure Taxonomies (SST).



That study is limited on analysing errors produced by Saudi female EFL students in their use of articles should be analyzed by using more than one kind of errors. In this study, the researcher will analyze errors by using four types of errors based on Surface Structure Taxonomies.



## CHAPTER II REVIEW OF RELATED LITERATURE

This chapter deals with review of related literature which includes theoretical reviews and empirical reviews. The theoretical reviews cover (1) The notion of Curriculum, (2) Curriculum 2013, (3) Scientific Approach and its learning method, and (4) Evaluation. The researcher also reviews some researchers that have relevant study to the present research.

### 2.1 The Notion of Curriculum

According to Kuriniasih (2014), the word curriculum is considered as the product of a technical process. It can be a document prepared by experts depending on the state of the art of disciplinary and pedagogical knowledge. Curriculum also can be a course. **As a course, the curriculum sets out the learning activity for the learner to make the learners achieve certain goals prescribed by the educational system.** The curriculum generally includes all subjects and activities over which the school has responsibility. Meanwhile, in UU. No 20 2003 curriculum defines as a set of plan and norm about content, learning material and technique as guidance during teaching and learning activity. It clearly state that curriculum contains some elements, such as a set of plan, a norm about content and learning material, technique and a guidance for teaching and learning activity. Curriculum also has some functions (1) for the society curriculum encourage the school in order to produce the graduates who are useful for society in the future, (2) for the headmaster curriculum as a guidance to do curriculum supervision toward those teachers who teach a particular subject and (3) for the teacher curriculum seems very important to implement the teaching and learning process with the standard target that students should achieve in learning process. Based on the definition above, it can be concluded that curriculum is a set of plan designed to support teaching and learning process. The function of the curriculum is as guidance for teachers to implement teaching and learning activities. In order words curriculum gives an image about what should be taught and how to teach the students.

## 2.2 Reason of Changing School Based Curriculum

According to Prihantoro 2014, the curriculum development involves various aspects namely the development of science, society needs and technology. Therefore, the curriculum does not concern to the present development, but also in the future. In other words, the curriculum needs to be changed in some period of time with the demand of society needs. As a new issue, Indonesia had implemented curriculum 2013 that replace the previous curriculum (school based curriculum). According to Kemdikbud as cited in Tri kayanti (2014), there are some reasons of changing school based curriculum to curriculum 2013.

1. School based curriculum has a complex content. It can be seen from the subject matter and learning material in which the difficulties level exceeds the age of the learners. 2. The curriculum did not completely emphasize on the competency based which is appropriate with the function and purpose of national education. 3. The competency did not describe holistically the cognitive, affective and psychomotor domain. 4. The balance of character education, active learning method, soft skill and hard skill have not been accommodated well in the curriculum. 5. The curriculum has not been adapted to the changing of the social needs locally, nationally and globally. 6. The learning process is not orderly well so it still focus to the teacher (teacher oriented) 7. In order to avoid the different views, school based curriculum needs a detailed document.

## 2.3 The Notion of Curriculum 2013

Curriculum 2013 is the newest curriculum in Indonesia. This curriculum was officially introduced on July 5th 2013. Actually, curriculum 2013 is not a new curriculum. This curriculum is a continuance of the previous curriculum that was competency based curriculum. The curriculum 2013 refers to the curriculum developed based on the competency achievement that is needed as an instrument in order to direct the learners become (1) a qualified human being who is able and proactive to adapt in globalization era, (2) an educated person who is religious, has noble character, healthy, knowledgeable, proficiency, creative and independent;

and (3) a citizen who is democratic and responsible. Same as competency based curriculum, 2013 curriculum also has three domain aspects namely cognitive, affective and psychomotor but here the affective becomes the main aspect in 2013 assessment before assessing two other aspect (Ruindra, 2013 in Tri kayanti 2014). The aims of curriculum 2013 is preparing Indonesia people to have life skill as personalities and citizen who are religious, productive, creative, innovative, and affective and be able to communicate in the society (Ahmad, 2014). It is believe that curriculum 2013 is able to answer the demand of culture development, science, and technology. This new curriculum does not only focus to the cognitive aspect, but also on affective and psychomotor aspects. The curriculum 2013 has some differences with the previous curriculum. Curriculum 2013 was designed with the characteristics as follows; 1. Developing the balances between the development of spiritual, social, curiosity, and creativity, teamwork, intellectual and psychomotor. 2. School is a part of community that gives learning experiences in which the learners will implement about what they have learned to the society. 3. Developing attitude, knowledge and skill to implement it in all various situations either at school or in the society. 4. Giving an extra time to develop their various attitude, knowledge and skills. 5. The competency is stated in the form of main class competency which will be developed detail in subject matter competency. 6. The main class competency becomes organizing elements of competency based, where all basic competencies and learning processes are developed to reach the competency that stated in the main competency. 7. Basic competency is developed based on the accumulative principle, reinforced and enriched among the subjects and the educational levels. Curriculum 2013 is developed based on the competency achievement. **Competency is an ability to behave, implement knowledge and skills in order to do the duty and make an interaction at school, community and environment.** This curriculum was designed to give chance to the learners to explore their learning experiences, so that they can develop their attitude, skill and knowledge that are much needed in their future life. Simply, the curriculum 2013 is prepared well in order to have the balances between attitude, skills and intellectual. According to Hameed (2014), curriculum should be changed consistently with the demand of society needs and to implement the process or

program the changes must be made in the behaviors of all affected parties. In this case, the changes of curriculum in Indonesia also give new behaviors in teaching and learning process.

The curriculum 2013 is a learning competence that strengthening the learning process and it is strengthened by using scientific approach. This approach refers to the way of thinking in order to have a better comprehension about information. This approach consists of five steps of thinking way started from observing, questioning, experimenting, associating and networking. It means that the learning process is designed orderly and systematically to gain an active learners in constructing a concept or principle through observing, formulating problems and hypothesis, collecting and analyzing data, taking conclusion and communicating. From the explanation above, it can be concluded that curriculum 2013 is a continuance of school based curriculum which is integrated. The aim of this new curriculum is preparing Indonesia people to have life skill as personalities and citizen who are religious, productive, creative, innovative, and affective and be able to communicate in the society. The curriculum 2013 was developed based on some factors, such as; internal challenges, external challenges, mindset completion, the reinforcement of curriculum maintenance and material reinforcement. This new curriculum also includes the cognitive, affective and psychomotor aspect but here the affective aspect has a higher priority rather than cognitive and psychomotor aspect.

#### 2.4 Principle of Curriculum 2013

Permendikbud No. 68 2013 states there are three important principles in developing the curriculum 2013 which can be mentioned as follows:

##### 1. Philosophical Principle

Philosophical principle means the development of curriculum should be based on the national ideology or philosophy. The national ideology or philosophy in

Indonesia is Pancasila. As a philosophy of the notion, Pancasila becomes the main source to determine the direction that should be achieved by the curriculum. Curriculum 2013 was developed by the mandate to foster the Pancasila value to the learners. It means that the development of curriculum 2013 should be based on the values that exist in the local culture and curriculum should give a chance to the learners to participate in developing their local and national values that will be useful for their future life.

## 2. Theoretical Principle

Curriculum 2013 was developed based on standard based education theory and competency based theory. Standard based education sets the national standard as a minimal quality to the citizen in a certain level of education. The national standard of education consists of eight standards. Meanwhile, y ones? ittobeh, knowlge s to interact in school, community and environment. The curriculum based competency is designed to give a large chance to the learner to have experience in learning for developing their ability to have good attitude, knowledge and skill. Therefore the curriculum development is directed to competency achievement which design in graduate standard.

## 3. Juridical Principle

The juridical principle consists of Pancasila, UU 1945, UU No 20 Tahun 2003 about National Standard Education System, PP No 19 Tahun 2005, Permendiknas No 23 Tahun 2006 about Graduate Competency Standard and Permendiknas No 22 Tahun 2006 about Content Standard. In summary, the principles that stated above are needed as considerations of curriculum development. Those principles above are the basic thing that cannot be separated from the existence of curriculum.

## 2.5 Scientific Approach

### 2.5.1 Definition of Scientific Approach

Hakiki (2011) defines that the new curriculum program seeks to introduce a number of innovative approach and method in an attempt to improve the history education. Same as curriculum 2013, the new approach also introduce in order to improve the education in Indonesia. It is scientific approach. The word science has a close meaning to knowledge and it can be in form of concepts, ideas or formula. Science also can be a tool or activity which a person learns to find something new in systematical way. In other word, learning is a science process. That process includes the science steps in getting the information. That is why the essence of curriculum 2013 mandates scientific approach in learning process. According to Permendikbud No 103 2014, scientific approach is an approach that adopts the science steps in building the learners knowledge through scientific methods. In curriculum 2013, scientific approach is used to evolve the attitudes, skill and knowledge of the students. The implementation of scientific approach in learning process involves skills process especially in observing, questioning, experimenting, associating and communicating. Kosasih (2014, p.72) defines scientific approach is an approach in learning activity they got either in the form of knowledge, skills and attitudes are not rote, but they earn it based on their awareness. The material is based on the fact or certain phenomenon that developed from the basic competencies by the teacher. Here, the students can observe the fact, asking question and find the answer from various sources. Meanwhile, Daryanto (2014, p.51) defines scientific approach as a learning process that design to the learners to be active in constructing concept, law and principle through the observation, formulating the problem, hypothesis, collecting data, analyzing data and taking conclusion.

The aim of scientific approach is to give comprehension to the learners that they can get information not only from the teacher but from any other sources that available and related to the learning process. Scientific approach gives opportunities to the students to develop their prior knowledge in the learning process. This approach emphasize on the students center learning. It is very benefit for the

students in applying the learning process when they can construct their own knowledge to get complete information. The scientific approach is a science steps that consist of five basic learning experiences started from observing, questioning, experimenting, associating and communicating. The aim of scientific approach is to give an opportunity to the students to develop their critical thinking in observing, formulating problem, hypothesis and taking conclusion that can be justified in the science way.

### 2.5.2 Characteristics of Scientific

Approach Scientific approach is an approach to encourage the students become active in the learning process. The students are encouraged by conducting the process of search proper knowledge with the subject matter through the various science activities. This approach is not only seen as the result of the students learning, but also the learning process of the students. Scientific approach uses scientific steps in its implementation. According to (Daryanto 2014, p.58), there are several characteristics of scientific approach that can be seen as follows: a. Students centered learning b. Learning is for constructing the students self concept c. Avoiding verbal learning. d. Learning opportunity is provided well for the students to assimilate and accommodate the concepts, laws and principles. e. Provides an opportunity for the learners to practice their skill in communications.

Meanwhile, Kurniasih (2013, p.35) states the learning process can be called scientific if the activity is fulfillment by some criteria in scientific ways that can be mentioned as follows: a. The learning material is based on the fact or phenomenon that can be explained by logical or specific reasoning not just by legend, fantasy or fairy tales. b. The learning process should avoid non scientific things which include subjective thinking, intuition, prejudice, opinion and issues. c. Encourage and inspire the students to think critically, analytically, and appropriately in identifying, comprehending, solving problem and applying the substance or learning material. d. Encourage and inspire the students be able to think hypothetic in viewing the differences, similarities and the correlation between the substance or material. e. Encourage and inspire the students to comprehend, implement and develop their



rational and objective thinking in responding the learning substance or material. f. Learning process is based on the concept, theories, and empirical fact that can be accounted for.

### 2.5.3 Learning Steps in Scientific Approach

The learning activity in curriculum 2013 uses scientific approach in all educational level from elementary school until senior high school. It touches three important aspects, namely attitude, knowledge and skills. Those learning experiences are observing, questioning, experimenting/exploring, associating and communicating. In detail, it can be describe as follows:

#### 1. Observation

The first step in learning process using scientific approach is observation. This step has a purpose to gain a general view of object or material which related to the basic competencies that will be learnt. The process of observation can be done by a) Reading the written sources such as like dictionary, novel, newspaper and graphic, b) Listen to the oral information through radio, reading text, c) Observing picture, and d) Watching a culture, social activity or natural phenomenon. Observation method emphasize on meaningful learning. According to Permendikbud No 81a, the observation method should be opened widely by the teachers to give a various chance to the learners to do supervision through observing, listening and reading. The competencies that will be developed in this method are seriousness and accuracy in finding the information.

#### 2. Questioning

Questioning activity in the learning process can be done by proposing question about unclearly material that haves not been understood from the observation activity. The competencies that will be developed from this activity are developing creativity, curiosity and formulating question ability. According to Kosasih (2014:

76), the questioning activity has several functions in the learning process those are: a) develop the curiosity and interest of the students to the object that will be observed, b) encourage and inspire the learners to be active, c) diagnose the difficult thing in learning and figure out the solution

### 3. Experimenting

Collecting information activity or experimenting activity is a follow up activity from the questioning activity. Experimenting activity can be done by discovering and collecting information from the various sources. Therefore, the learners can read more books, observe the phenomenon or the object that will be studied. From that activity, the learners will collect some information that related to the object of the study. In Permendikbud No 81a 2013, collecting information can be done by experimenting, read other resources, observing object, and taking an interview. The competencies that will be developed in this activity are carefulness, honest, polite, respecting other opinion, communication skills, collecting information from any other ways, developing study habit and lifelong learning.

### 4. Associating

Associating activity in learning process is processing information that has been collected through the observation, questioning or experimenting. This activity is very important in order to find the relation between one information with other information. This activity is emphasized on critical, systematical and based on the empirical fact to get an accuracy conclusion. The competencies that will be developed in these steps are developing honest attitude, accuracy, and discipline, obey the rules, hard worker, procedure implementation ability and inductive and deductive ability in summarizing the information or phenomenon. 5. Communicating In the scientific approach, the teachers were expected to give chance to the learners to communicate about what they have studied. This activity can be done by taking note or telling information that they have found in seeking information activity, associating and finding pattern. The result of those activities will be presented in the class and will be evaluated by the teacher as a

result of the learning process. The competencies that will be developed in communication activity are developing honest activity, conscientious, tolerance, ability to think systematically, stating opinion simple and clearly and develop language skills in appropriate way.

#### 2.5.4 Learning Method in Scientific Approach

A. Problem Based Learning Problem based learning is one method that exists in scientific approach. Problem based learning is an approach in the learning process that serves a contextual problem to stimulate the learners to learn. In the classroom that implement problem based learning method, the learners work in group to solve the real world problem. The main purpose of problem based learning is not measure the knowledge of the learners. Independency in learning and social skill can be formed when the learners are collaborated to identify information, strategy and learning sources that relevant to solve a particular problem.

According to Pawson et al (2009) as cited in Wijaya (2014) states that problem based learning has some benefits either it for the students and the teachers.

1. For the students a. This method is more enjoyable. b. Typically students find it more enjoyable and satisfying. c. It encourages greater understanding. d. The students with problem based learning experience rate their abilities higher. e. Problem based learning develops lifelong learning skills.

2. For the teacher a. Class attendance increases b. The method afford more intrinsic reward c. Encourage students to spend more time to study d. It promote interdisciplinary.

#### B. Project Based Learning

Project based learning is a learning method that uses project or activity as a media. The learners do exploration, evaluation, interpretation, synthesis and information to

gain a various learning output. Project based learning is a learning method that uses problem as the first learning step to collect new knowledge based on the experience in the real activity. Project based learning was designed to use in the complex problem that found by learners when they want to investigate and making a comprehension about the problem. The project based learning will give new experience for the learner in facing related problem in the future life. Through the project based learning, inquiry process is begun by appearing a guiding question and it will guide the learners to the collaborative project that integrates various subjects in curriculum. According to Sani (2014, p.175) project based learning includes some activities, such as problem solving, decision making, investigation skill and production skills. The learners should focus in solving problem or question that guides them to understand the concept and principle that related to the project. The teacher role is to help the learners in planning the project, analysis the planning, administer the learning group that is needed, but do not give a directive how to finish the project that they have planned. The deep comprehension of the learners about their concept and principle is the main target that the teacher wants to achieve by gathering them in doing the project.

### C. Discovery Learning

Discovery learning defined as a learning process that occurs if the learners are not served by learning process in the final form, but have to organize their learning process by themselves. In order word, discovery learning has to find the concept through the data or information that got from observation and experiment. As a learning strategy, discovery learning has a same principle as inquiry learning and problem solving. In implementing discovery learning method, the teacher role is as a guided discovery by giving a chance to learners to learn actively. This condition changes the learning condition from teacher oriented into students oriented. Kosasih (2014, p. 83) states that discovery learning is a part of scientific approach because the learners do not only get theory, but they also faced by the fact. From the theory and fact, they are expected to formulate a discovery in solving some phenomena or problems.

## 2.6 Definition of Evaluation

According to Stufflebeam (1971) in Hogan (2010), evaluation is a process of delineating, obtaining, and providing useful information for judging decision alternatives. In an evaluation program, there are some aspects that need to be considered such as process, obtaining, delineating, and providing useful information and alternative decision. There are some purposes of evaluation study such as 1) providing information about the development and the implementation of curriculum as a suggestion for policy maker, 2) determine the success and failure of curriculum and the factors that contributed in an educational level, 3) Develop the various alternative solution that can be used to improve the curriculum and 4) understanding and explained the characteristic of curriculum and the implementation. There are some kinds of evaluation models, but in this study the evaluation model that used was CIPP model from Stuffleambeam. CIPP is an acronym representing the four types of evaluation, namely: context evaluation, input evaluation, process evaluation, and product evaluation. For more details, it could be seen in the description bellows: a) Context Evaluation is the most basic kind of evaluation. It aims to provide a rationale for the determination of educational objectives. It includes information for determining goals and objectives, defining relevant environment and identifying unmet needs. It is conducted to witness the advantages of the program objectives, and to find out whether the objectives are relevant with the needs. Furthermore, context evaluation also identifies the possible problems and the background of those problem needs. b) Input Evaluation provides the information regarding how to employ resources to achieve the program objectives. Within the input evaluation, the evaluator will know the capabilities of the human and the natural resources, environment, facilities and the management of those available resources. By then the input evaluation provides the specific data and considerations regarding to the staffing, time, budget requirements, and educational and administrative strategies. c) Process Evaluation take a place during the implementation of an educational activity, to see the ongoing program implementation. It is concerned with the actual implementation of the program, its descriptions, and the facilitating and impeding factors as the program proceeds. In other words, it is aimed at identifying or predicting the process, and

looking for the strength and weaknesses of the procedural planning, and its implementation. It records and assesses the process of the proceeding program. d) Product evaluation is concerned with gathering and assessing the outcomes, and connects it with the objectives of the program or either with the context, input and process, to see the advantages of the program.

## 2.7 Empirical Review

There were some others researcher that have been conducted to the same study. Dwi Intan Apriani (2014), had conducted the research about The Descriptive Study of the Implementation of Scientific Approach in English Teaching in Junior High School in Purwekerto. This study was a descriptive qualitative study. The study was concerned to the percentages of the learning steps in scientific approach. She found that the most stage that have implemented by the teacher in implementing scientific approach is communication stage, it is about 78.5% and the least is questioning stage is about 67%.

Agustin (2014) conducted a study focusing on the problem that encountered by two trainee teachers of SMPN 3 Jember during the implementation of curriculum 2013. She found the trainee teachers still confuse in arranging or formulating the lesson plan based on the criteria of curriculum 2013 and they still confused when applying the scientific approach. In addition the trainee teachers were unable to make the students engaged in learning activities.

Yeni Kartikawati (2014), has done the same study entitle The Implementation of Scientific Approach in Teaching English at the Eight Grade of SMP Muhammadiyah 10 Surakarta In 2014/2015 Academic Year. The result of the study showed that the implementation of scientific approach in teaching English is not always implemented fully. The situation happen because of some reasons such as the

teacher only has a little bit the knowledge about the implementation of scientific approach in teaching learning process.

The teachers also has some difficulties in mastering the meaning of each stage of scientific process, as a consequence the teacher sometime use four stages or two stages of scientific approach in teaching English. The others reason are the students not ready yet to learn with new process. Then the media used is still limited, so the students are less interested in teaching learning process. The other researcher that conducted the same study was Muhammad Reza Phalevi. It was found that the teacher activity in questioning and associating stage were less effective rather than the other stages. The students were inactive and behave silently in questioning because most of them were ashamed or afraid when asking to the teacher.

From all researchers that mention above, it can be concluded that the scientific approach is a new approach to implement in Indonesia especially in English language teaching. That approach consists of five learning experiences started from observing, questioning, experimenting, associating and communicating. The result of those study also found that not all the teacher have a clear comprehension about scientific approach. The five of learning experiences in scientific approach becomes one of some main problems for the teacher in teaching and learning process. Besides that, the teachers also find difficulties in arranging lesson plan and the media or facilities that do not support the learning process to implement scientific approach in curriculum 2013. Meanwhile, this study is concern on the evaluation of scientific approach in English language teaching at class VII in SMP Negeri 2 Singaraja.