Appendix 1

According to the 1994 Curriculum for Elementary School, English is a local content. In general, it starts to be taught to the fourth grade of elementary school. However, some private schools in Surabaya even star earlier. They give English to their students as early as possible. Students at kindergarten or even playgroup level are already taught English. This fact is in line with the society's demand for English mastery for job opportunities. Most parents in Surabaya want their children to master English in order to face the free market era. Many of them even send their children to certain English courses to reach this goal.

Unfortunately, the development of teaching English to young learners in Indonesia is not followed by the development of supporting factors such as the availability of English textbooks for young learners. Most of the local English textbooks available at bookstores are not appropriate to be used as source of English teaching-learning activities as there are many grammatical and spelling mistakes in them. Consequently, if such textbooks are used, elementary school students will get wrong concepts. Next, those students will bring these mistakes to the upper level of education. Furthermore, though there are many imported English textbooks available, many schools are not able to provide their students with such textbooks as they are very expensive.

In reality, among the language components taught to young learners, vocabulary receives the greatest emphasis. This is in line with Philips (1995:74) who states that young learners are quick to learn words because words have tangible and immediate meanings. Therefore, by focusing on vocabulary teaching as early as possible, it is hoped that elementary school students will have an adequate vocabulary stock and mastery. Later on, these students are expected to develop their language ability as their vocabulary develops.

Appendix 2

Many Indonesian EFL students fear writing because they have to think and write in English at the same time. The stereotype among students is that evaluation of writing puts more emphasis on the language the content. Therefore students worry too much about their grammar and vocabulary while they write, which becomes an obstacle in generating their ideas. This anxiety problem may prevent them from writing whatever they are thinking at the brainstorming stage. They soon find writing to lack interest. Moreover, writing has not yet become a part of the culture in many parts of Indonesia where the oral culture of story-telling, listening, and speaking are dominant as a means of communication. Even story-telling is found in a form of traditional songs passed down from one generation to another. In the era of the Indonesian struggle for independence, many patriotic songs were created to foster the spirit of nationalism to fight for freedom. Therefore, why not use songs to break down the students' anxiety in writing exercises for our EFL students?

There have been a lot of attempts to use songs as a teaching resource for EFT teachers. Songs have popularly been used in teaching vocabulary, listening, and grammar. The elements of the song – such as the music, human voice, lyrics, etc. – create a fun and enjoyable learning atmosphere in class. However, so far songs have not been used specifically for a writing course. The author would like to develop this method of teaching for the first year tertiary level students taking their first writing class in order to break the old belief among students that writing is a frustrating and difficult course to take. The song's element of sounds, tone, and lyrics hopefully could draw them away from anxiety before writing. This might also make brainstorming easier for beginning writers. Moreover, the mood of the song helps students to meet their fantasy. With this process-oriented approach, the students will be asked to write in English without worrying about the grammar. The grammar will be corrected by the teacher in the editing process. Hence, the students will be made to realize that editing is also important.

Appendix 3

Numerous books and articles have been written on the usefulness of creative literature in the teaching of a foreign language, particularly English. However, a brief survey of ELT course books published by major ELT publishers found in Indonesian, such as New Headway, Look Ahead, and Rewards at intermediate level show that even those books have few literary texts included the lessons. The picture of locally produced textbooks for Secondary Schools is even bleaker. Most have no literary texts included at all, or if they do so, the texts are invariably translations of local legends that every Indonesian students knows inside out.

What would you expect of English Language courses at University level? With so little time allocated to English and so much to cover, literature is a luxury no one can afford. However, this is about to change, at least at the University of Indonesia starting with the implementation of the PDPT (Pendidikan Dasar Perguruan Tinggi) or the General Education for First year University students in the forth coming academic year 2002/2003.

Appendix 4

Investigations of the generic structure of the native and non-native research articles have revealed that different strategy choices may be motivated by different perceptions about the nature of research and research reporting practices (Mauranen, 1993; Akhmad, 1997; Mirahayuni, 2001). These studies adopted the Swales' model of article research (1981, 1990). Two important points may be drawn from the findings. First, the differences in terms of the types and functions of the stages employed in the RAs point to the significance of the research practices in the two writer group communities, since these stages are in fact a manifestation of deeper communicative vales held by the particular discourse community. The differences shown in the non-native English RAs could mean that these non-native writers may not yet be familiar with the common strategies among the members of the community. The finding is indicative that non-native English writers may not have fully grasped these values or the linguistic resources available for theirs manifestation, so as to make their texts effective English scientific discourse.

However, Swales' canonical model for English RA generic structure, while being found useful to analyze the generic structure of internationally published English RAs, is found insufficient to capture and accommodate the need of the non-native English RA writers to identify in more detail how the functional stages and the linguistic features work together to make successful writing. As Gupta (1995) noticed, they seem to more or less follow the Move structure but "have difficulty at a general level in identifying a conceptual hook and then handling the more local flow of information" (Gupta, 1995:72). Gupta points out two important points about RA writing: understanding the nature of RA genre, and the local and global management of information in the text. It is clear that the problem faced by non-native RA writers goes deeper than recognizing and following the formal structure of the genre. Fundamental to the formal surface structure is the conceptual basis writing in genera and English RA writing in particular. This consideration motivates the discussion this chapter.

ON the other hand, Systematic-Functional Linguistic (SFL) approach to scientific writing promises an alternative way to reveal systematic and predictive relations between the generic functions and their linguistic realization in texts. The SFL account of the relationship between language and culture indicates the systematic and predictive relation between context and culture, context of situation, and language realization. This systematic relation is employed in

this study to reveal how the functional structure does not specifically deal with English RAs, it account of the nature of English scientific writing and it s macro-organization, particularly in the work of Martin (1992) and Halliday and Martin (1993), may become a useful tool of identification.

Appendix 5

Linguistic and literature are branches of a language. In English, both of them are interrelated. In teaching an aspect of Linguistics, we can make use of literary work, either non-fiction essays, short stories, poems, or novels. One advantage of using those kinds of works is that we teach the elements of language IN CONTEXT, not separately individual sentences, phrases, or words.

Here, in this paper, we'll show how a short story can effectively be used as a media to teach sense relations; synonymy, hyponymy, antonymy (gradable and binary), and the multiple incompability, homonymy, polysemy. One sentence is closely related to another because they are united in one plot of story, and hence that are contextual. But because of the time and length limitations, we will discuss only the first 20 paragraphs of the story.

Appendix 6

In every discussion of language teaching, there are always elements of literature for it is a legitimate and valuable resource for language teaching. In fact, in language teaching, literature can help the students master the vocabulary and the grammar of the language as well as the four language skills; reading, writing, listening, and speaking. A number of activities that involve the students' application of these skills can be developed with the reading of literary works.

It was not until recently that narrative literary texts are still considered inappropriate to be used as teaching material. A number of teachers claimed that reading narrative texts is wasting time, as it does not display the latest up-yo-date information like scientific and popular texts do. Others argued that narrative literary texts bring confusion in understanding the contexts or even in finding the subject matter of hat the texts are about. Actually, narrative literary texts offer a lot of advantages in reading comprehension teaching compared to other reading materials. Seeing that the current material for reading comprehension are lacking of literary text, in this paper, I suggest teachers of English give literary texts a bigger portion. The teachers can use narrative literary works, like short stories as the material in reading comprehension classes.

Appendix 7

No doubt that literary texts are of advantages to be brought into the English language classroom. Such texts are genuine and lead students to identifying their personal feelings, opinions, and experiences. The texts promotes the real use of English with which students can develop their study skills through employment of particular syntactic and semantic features. The texts also encourage students to communicate their perceptions of the texts as a result of their reading activities in the forms of social, cultural, and psychological interpretations.

However, in a setting where English is a second or foreign language, works of English literature are often considered difficult to read. The most salient contributing factor to the difficulty might be that the language of literature is different from that of ordinary English. Moreover, for English learners, literature is another subject requesting another point of view to understand it.

Since language is used as a medium of expression in literary works, the total meaning of the works will be understood if their language properties are first understood. For this reason, language and literature should be taught at the same time. It is in this perspective that the paper will present a language-based approach to the teaching of English language and the teaching of literature in integration by exploring the linguistic properties of literary works.

Appendix 8

Diaries have been widely used in education, especially in the field of language learning and teaching. Bailey and Ochner (1983) see diaries as introspective tools through which the diarist studies his own teaching and learning. In this study diaries were used as a learning tool for fluency practice in writing. As Reid (1994) says one way to improve writing is to write, informally, every day because practice in writing can give students writers confidence and make writing easier.

This study was conducted to improve the teaching of writing in my department. Based on my observations, most of the students were actually quite good at writing. However, they did not have many opportunities to practice expressing their thoughts or ideas in writing because the teaching of writing was only once a week. In order to give them more opportunities to write, I decided to use diaries as a learning tool for fluency practice.

For two semesters the students of the second year writing courses (Writing III and IV) were asked to write at least once a week in their diaries whatever they felt like writing about. In Writing III the teacher responded to the students' diary entries, whereas in Writing IV their partners responded to their diaries entries. The goals of the diary writing are:

1. To give students opportunities to write regularly;
2. To give students opportunities to communicate their thoughts in writing;
3. To improve students' English fluency through practice (Reid, 1994, p…)

To find out the usefulness of diary writing in achieving these goals, the students' diaries were collected and questionnaires were distributed to the students. In addition, these data were used to examine the interactions between the teacher and the students, and between the students and hiss/her partners, and to find out the students' opinions about this writing activity.

Appendix 9

The advancement of information technology is very amazing and has changed all aspects of human life. Education that in simplest sense is the process of transferring knowledge (then in the form of information) of course cannot avoid it, either in the terms of media or the resources. Traditional classes that only depend on the teacher as the resources of knowledge has been left behind, not only due to the new paradigm of independent study but also the easy access to other sources of knowledge in form of books, CDs, Audio-Visual/ Multimedia resources, etc. However, among them there is nothing more exciting and complete than the internet. The internet that has been developed widely in the last decade, offers abundance of information that cannot be compared with even the biggest library in the world. It is also very efficient since the length of access is only in few seconds even though the information is available in the other part of the planet. Last but not least, most of the information can be accessed free of charge One of the facilities that the internet provides is a mailing list. This paper is intended to explore the using of this facility in teaching learning activities, in this case: in class of literature.

Appendix 10

Reading as one of the four language skills that should be mastered by language learners is very important to be taught for EFL students in university level. However, conventional reading comprehension class is sometimes threatening for the students. In regular reading class, meetings between teachers and students are intensive and the students usually learn what the teacher explains in the classroom through printed texts. They also have to answer the questions both uttered by the teacher and the ones provided in the material. Such situation can be boring for the students and make them less motivated. It is true that the teachers are suggested to make use of various teaching media but preparation and the availability of the media are also the problems. Since the intelligence and the speed of learning of each student vary, it might be a problem for the students to catch their teacher's materials if they are too slow or too quick. Using computer-assisted language learning (CALL) in the form of web-based teaching –learning modules can minimize such problems.

Appendix 11

This study is an attempt to look into one of the possible answers to the question, "How may literary texts play significant roles in enhancing students' English competence?" This is based on the belief that by learning literature the students' English competency would automatically be taken care of.

Literary texts do not provide the students with the concrete and real application of the language, but these texts would also situate them with actual exposure to the language. This kind of exposure is also feasible and may even be claimed as one of the most affordable ones.

The exposure may include – especially for the more advanced classes – the discussion of the general theory of literature, or rather that of criticism in order to construct the deeper meaning of the work. This is at the same time offering an example of looking into one of the works categorized as that of contemporary American literature. Not only would the students' English competency be automatically taken care of, but their knowledge about the culture depicted in the work would also be enriched.

Before that, however, it calls for mentioning the so-called *credo* of true education in the sense of those of proverbial sayings – if we cannot call them the philosophy of education – which are frequently quoted. This is meant to highlight how important it is to go through the learning-teaching process in the spirit of embracing the significance, human and experience sides of or rather, for the students.

Appendix 12

In Indonesia, there are many types of fixed expressions. One of them, the main focus of this paper, is expressions containing metaphors. Fixed expressions containing metaphors in Indonesia are very common and widely used among the speakers as frozen expressions. Thus to refer to the fact that 'no man is perfect' Indonesian speakers may say (1) *Tak ada gading yang tak retak* (There is no ivory without a crack) or (2) *Sepandai-pandainya tupai melompat, sekali pasti gagal juga* (Even, a skillful squirrel, once, will fail to jump.) in certain cases. On the other hand, when we want to say that we have to work effectively and efficiently, we may say (3) *Sekali merengkuh dayung dua tiga pulau terlampaui* (One blow of a row, we pass two or three islands).

Interestingly, we never say (4) *Tak ada tembok yang tak retak* (No wall without a crack) to refer to the meaning that 'No man is perfect'. The new expression actually is understandable, but it is not acceptable. Similarly, we hardly say (5) *Sepandai-pandainya kaki berjalan, sekali pasti kesandung juga* (Even skillful leg once will stumble on a stone) and (6) *Sekali suap, dua tiga lauk masuk mulut* (With one spoon-feeding, we can swallow two or three meals).

Expression (2) expresses that human beings, even the best one can make a mistake. In this expression, a person is represented by a squirrel. Similarly, the expression (3) expresses human's attitudes about the quality of work; doing one thing but achieve more than one objective since they have fixed meanings and restored in the speakers' language as one fixed expressions.

Lakoff and Johnson (1980) investigate metaphors and give an explanatory account on the systematic of metaphors in human mind. They focus their investigation not on metaphors as an aesthetic instrument in human language, but as a cognitive phenomenon in which human mind has been shaped for ages both by the nature and the culture. Therefore the subjects of the investigation are not novel metaphors but dead ones. It is interesting that the systematic of metaphors is built around some basic conceptual metaphors such as ARGUMET IS WAR and ANGER IS BOILING LIQUID IN A CONTAINER. Based on argument "and" *He blew up* after knowing that his wife had an affair.

What is interesting in Lakoff and Johnson's study is the terms conceptual metaphors that underlie the expressions we use every day, especially those that are considered as dead

metaphors. Using a similar assumption, this paper will investigate some popular fixed expressions, expression (1) up to (3), that are widely used by Indonesians. The main question is that whether the fixed expressions have the underlying conceptual metaphors that enable us to accept or reject new expressions. However, before we come to the discussion of the underlying conceptual metaphor on the fixed expressions, we discuss other views that also give the explanatory account on metaphors and fixed expressions.

Appendix 13

It is assumed that when a speaker (S) conveys messages he gets involved in both language and communicative acts. The S is obviously doing things with words when he talks. The acts realized are based on the S's intentions – what he wants others to believe, accept, or do. The utterance, "It's very hot in here" does not only describe a state of affairs in the world or a truth value, but it is also used for requesting others to open the window or turn on the fan or air conditioner when it, for instance, is uttered by a teacher in an uncomfortable room. If the hearer (H) only considered the explicit meaning of the utterance, misunderstanding would occur and the communication would possibly breakdown. In other words, the intended meaning are not always conveyed within the sentence level. In fact, the Ss often utter expressions tha mean more or beyond what are said.

Meaning conveyed through speech act realizations are apparently influenced by the context in which cultural aspects are embedded. Utterances produced are not made in a cultural vacuum (Thompson, 2003: 83). Each S tend to bring his own set of assumptions to what is happening and his cultural background that influence the way he perceives something. Moreover, in the context of a learner's language or Interlanguage (IL), pragmatic or sociolinguistic transfer potentially occurs due to cultural differences. That is, the transfer occurs due to the norms derived from their native cultures. For instance, Indonesian learner often transfer the non-acceptance strategy using 'no' when responding to English compliments which they usually use in bahasa Indonesia. In contrast, native speakers (NSs) do not; instead they use acceptance strategy using 'yes' and 'thank you'.

Concerning how learners use an L2/FL, particularly how they do speech act(s) in their communication, many pragmatic researchers have focused their studies on speech act realizations with the IL perspectives as the main concerns. IL pragmatics deals with non-native speakers' use and acquisition of linguistic action patterns in a second language (Kasper & Blum-Kulka, 1993: 3). It is commonly known that one of the factors causing the ill-formed or deviant language production in L2?FL is interference or L1 transfer. The same case also occurs in IL pragmatics, also known as pragmatic transfer or sociolinguistic transfer, i.e., "the use of rules of speaking from one's own native speech community when interacting with members of the host speech community or simply speaking or writing a second language" (Wolfson, 1989: 141).

Again, most of IL pragmatic studies have investigated language use. They tiypically examined the performance of language learners at a particular point in development and compared it with NSs on a single speech act or a small set of speech acts in order to identify the distinction between the group of NSs and of the learners or nonnative speaker (NNSs). The studies have shown that there are distinctions between learners and native speaker' enactment of speech acts in the degree of directness, mitigation, and maximization (Fraech & Kasper, 1989; Suh, 1999; Yu, 1999; Hassal, 2001).

This study attempts to present the enactment of language learners' speech acts which specifies on type of the realizations, i.e. the acts of requesting. It tries to answer the question "How the pragmatic transfer occur in the acts of requesting in English by the EFL learners?" it describes how the transfer or native-culture norms occurs in their speech act realizations, especially in request realizations. The present study is expected to contribute to the field of English Language Teaching

Appendix 14

Up to now I have been working with English for more or less twenty years, and an interesting phenomenon happened during that period. I was curious to know what caused it and what solution to take. The two curiosities are the factors I considers lying behind this writing that have driven me to write this paper finally.

I started 'getting in touch' with English for the first time when I entered junior high school. What I remember about it is that it was a structure and grammar class in which I had to memorize piles of verb changes i.e. from present to past, past to participle, and a series of tenses formulas. I could write one or two sentences under some certain given structures at that time but I knew nothing about those sentences. I did not have any picture about what they meant exactly, when and where to use them appropriately and how to say them correctly as well. I could only say that none of my English macro skills developed during that period. I could not perform a simple English conversation neither could I write a simple English letter in spite of the three years I had spent studying it.

Unfortunately, such a condition repeatedly occurred when I forwarded my study in senior high school for the next three years. The 'label' was written English with students active learning or CBSA approach, yet the learning activities were very much like the ones I found in my junior hid=gh school. Yet, there was a surprising thing emerged during my two schooling periods above. It was my English mark that was always extremely good despite the communicative disability feeling I had. Since then, I felt that there would be something wrong with the learning process when it focused more on the structure.

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Soon after finishing my secondary education I noticed that I started being able to speak and write in English. It was when I entered university taking English as my major. Among four English macro skills, writing was the one that I found it most difficult, in my opinion, there were two causes that, at least, had contributed to this. The first and the most important one was that the class activity was very typical – if 'dull' is considered sarcastic to use in this context. The lecturer usually started the writing chores with reading the book, explaining a little and ended the class by asking us to write a writing under given time. No other activities but writing under pressure every time there was a writing class. The next cause was the way lecturer appreciated our works. As a common practice, the writing we made would be corrected and then given back to us so that we could revise them. At a glance it was not a problem at all for it was a common thing in writing context. What made this stage be a discouraging effect triggering the loss of our writing motivation was that all that the lecturer did at this point was correcting only the grammar and structure of our works by putting some red circles and crosses on the sentences we wrote. Never had she given appreciation upon our genuine ideas in the form of comments or other appreciative words as a respond to the content of our writing. As a result, we learnt to feel that we were not seen as a human being having mind since the feeling and thought we expressed through our writing were appreciated only on the basis of their structure correctness. This kind of feeling was surely one of the contributing factors that had led me to find writing as a difficult and unenjoyable subject.

I am now an English lecturer of English education department teaching students with heterogeneous English levels. I regularly handle some writing classes in every semester ranging from the lowest writing level to the upper ones. Once I ever asked the students to give their opinions about English macro skills. To my surprises, most of them wrote that writing was the most difficult subject compared to the other three. This finding was surprising and a bit shocking to me. Knowing that my students felt what I had felt when I had been s student was not something that I expected to happen. Since then I give greater concern in the writing matter. And aided with important lesson I derided from my past schooling period, I face been trying to adopt, modify, and develop various materials and learning activities as well as teaching approach and apply them in my writing classes. One of them which I see the one that my students like most and enjoy to engage in is humanistic approach. It is the purpose of this paper then to give an account of humanistic approach applied in EFL writing class and to present a classroom

application as well. Hopefully this little writing could be a small but inspiring thing to any English teachers.

Appendix 15

As English has been (propagated as) a global language, the number of its speakers has, consequently, been getting increasingly bigger. However, what needs remembering is that native speakers of English are less in number than those speaking the language as a second/ foreign language (Graddol, 1997; Crystal, 1997). Even so, nonnative speakers of English are likely to be in a disadvantaged position in the world discourse, for the world discourse I seemingly bound to be English discourse (Basthomi, 2005; Maurannen, 2003; Kaplan, 2000; Swales, 1990, 2004), meaning that nonnative speakers of English are in general unlikely to have a predominant control over the use of the language.

Let me recount one of my anecdotal memories. In a workshop relating to the English writing performance of International students at the English Language Institute, University of Michigan – Ann Arbor, in early 2006, Professor John Swales of the Institute, jokingly pointed out that the use of the word "researches' as the plural form of "research" in academic written texts has been a form of linguistic "destruction" brought about by nonnative speakers of English like me. Such a statement, albeit jocular in nature, instantaneously brought Honey's *Some Enemies of Standard English* to my attention; I felt: vulnerably subject" to being "sued" as the enemy of Standard English due to my potential failure, as a learner of English as a foreign language, to fully acquire the language. Feeling (academically) insecure, I felt the need to critically reread Honey's argumentation undergirding his *Some Enemies of Standard English.* This paper is literally the presentation of the result of that reading.

Honey is palpably a belligerent advocate of Standard English. He asserts that Standard English is a variety of more quality than other varieties of English, which, therefore, necessitates people to use it. He accuses some linguists, such as, Chomsky, Labov, and Pinker, of being the enemies of Standard English, for he thinks they have generated concepts which belittle the status of Standard English as the most quality among English varieties. In what follows, we will examine how Honey criticizes those linguists he deems the enemies of Standard English and scrutinize Honey's presumptions around this issue.

Appendix 16

The government's effort in improving the quality of Indonesia's human resources through national education has been undertaken all the way through numerous routes (see for instance, *Kebijakan Direktorat Pendidikan Lanjutan Pertama,* 2004, *Panduan Peningkatan dan Pengembangan Pendidikan Daerah,* 2005, and *Rencana Strategis Direktorat Pendidikan Lanjutan Pertama,* 2005). One is through the management of national examinations. However, not all the government policies in managing national examinations have moved along smoothly as expected. The launch of the decree of the Minister of National Education No. 153/U/2003, 14 October 2003 concerning National Examinations (henceforth UN – Ujian Nasional) for academic year 2003/2004 invoked an intense controversy. Public reactions radiating tha time echoed negations. Husnawati (2004), for instance, criticized UN as having serious flaws. UN has considered potential in leading students to mechanistic rote learning, with the sole purpose in response to limited learning targets while other potentials are neglected. Besides, the establishing of the passing grade (for the upcoming UN, it is set up at a figure 4.5) constitutes a stressor that potentially horrifies students. Also, it is argued, test items in UN are prone to invoke thinking that hinders the development of the students' multiple intelligences. Still in the same wavelength as Husnawati's, Santoso (2004) has been of the negative opinions as follows. Test items in *UN* have merely oriented to academic pedagogical perspectives, building a possible character for the students to be insensitive to their environment. Also, the test items in *UN* do not stimulate students' logical thinking, innovative thoughts, and emotional survival. Not just that public concern, a more academic discussion to address *UN* was also held. In a seminar held in State University of Jakarta on 11 April 2004, for example, negative reactions were also observed. It was among other things stated that *UN* has seized the students' rights. Even further, in a hearing between the representatives of the Department of National Education and *Komisi VI* that deals with education matters and affairs, negativity was also aware of. Even, there came up a strong push from the representatives to put *UN* aside from the evaluation system of students' learning in the upcoming academic years. The reactions have been, first, the *passing grade* has set the students at a point they cannot negotiate but must accept. Next, it is believed that the teachers' quality has not been adequately satisfactory as a result the students' readiness to sit in the examinations is still bare minimum. Also, viewed from the budget, it uses up a large financial

resource. And most importantly, it is argued, *UN* contravenes *UU Sisdiknas no 20,* 2003 (Jawa Post, 5 May 2004).

Apart from these disapproving points of view, some more positive thinking on the implementation of *UN* is also observed. Musthofa (2004), for instance, believes that everyone needs to support the implementation of *UN* for several reasons that follow. In the first place, *UN* constitutes an idealized measure in the national vision that is expected to be able to get rid of the image regarding the low quality of national education in this global era. In addition, it is argued *UN* plays also an important role as a motivating force for the students to envision in their learning. It is also a means for the students to cultivate a moral fibre of fair competition. Not just the students, the teachers will also gain benefit from the implementation of *UN*. *UN* will stimulate and motivate teachers to conduct a better instruction in the classroom. Further, the decision to include three subjects to be administered in *UN:* English, Indonesian, and Math, is considered a strategic policy in responding to the challenges in the global era. Similar to Musthofa's viewpoints, Prameswari (2004) has also been of the opinion that *UN* will constructively bridge the gap existing among schools and that among different districts or provinces if all educational stake holders have a strong commitment to implement *UN*. Besides, *UN* is expected to play an initial momentum that can be used as springboard to improve the quality of national education practices.

National examination like *UN* has been implemented formally since the academic year 2002/2003. The government policy in its firm commitment to implement *UN* is in no way educationally unsubstantiated. As has been reiterated by the then Director General of Primary and Secondary Education (2004: 2), *UN* comprises an integral part of a system implemented to improve the quality of national education that has still been considered representing a dark side. It is further assured that in a curriculum system the students; learning based on the curriculum calls for evaluation. Examinations represent attempts to measure the students' achievement on the pre stated goals outlined in the curriculum. This is inevitably a form of accountability measures. In addition, evaluation is a part of a system that is useful for the enhancement of teachers' teaching and students' learning processes. In this way evaluation has corrective measures that will face backwash effects on the performance of the teachers and students alike.

The rationale launched by the Director sound to be educationally normative. Nevertheless, the reasoning is substantial in that It is actually a form of elaboration of education concepts put into actual practice. Theoretically, several interrelated aspects are dealt with in the realm of instructional strategies on of which is testing (Dick and Carey, 1996: 191). Of the strategies, the over exposed aspect that is publicly known is instruction. The others, aware or not, are commonly nit well recognized and are considered "an attachment", minority in importance. However, actually evaluation plays a substantial role in education although many have still understood it partially (Athanasou and Lamprianou, 2002: 1).

At a state institution responsible for the quality of national education, the Department of National Education with its all constituents have the responsibility to always make every attempt to 'smarten the life of the nation' as has been mandated in the Constitution 1945 – *Undang-Undang Dasar 1945*. This follows then that examination as an integral part of evaluation system as argued previously can actually be well understood by all parties with a view to gaining communal support from all.

The discussion aforementioned implies apprehensions in the outlook and expectation between the Department of National Education as the representative of the government that is mandated to manage the development of national education and the citizen – the ones who are actually the target audience of the development. Such a tension may perish on and on, thus potentially resulting in unfruitfulness in terms of necessary actions to contend with the situation. To provide a fuller context of the situation, it seems desirable to capture empirical broader views other than those coming from the bureaucrats and the public. Other voices of the practitioners in the classroom – teacher – need also to be heard.

Appendix 17

In the year of two thousand the Indonesian government establishes the program of Dahrmasiswa, many foreigners from all over the world come to this country to learn Bahasa Indonesia. Dfharmasiswa is a scheme offered to students all over the world to study Indonesian language and culture in Indonesia. More and more students from carious races and cultures study in this country. Foreign students are placed in some universities in Indonesia. The diversity in the student population will affect pattern of interaction between teachers and foreign students, between local students and foreign students. Teacher who interacts with the students from the same culture wit her/him might experience less cultural problems. But when teacher and students hold different views of cultural norms appropriate to particular situation, it is not difficult for misunderstanding of occur. With the establishment of Dharmasiswa programs, the university academic atmospheres change. Teacher nowadays are not only demanded to deliver teaching materials but also to equip themselves with cultural knowledge so that they might be as the source of help the foreign students experience difficulties adjusting into the new culture.

A research had been carried on to examine educational and cultural problems experienced by overseas students from non English speaking background at Australian Universities (Samuelowicz, 1987; Bradley and Bradley, 1984). However, a few researches tried to reveal culture problems experienced by foreign students studying in Indonesian Universities since Dharmasiswa program in relatively new and at first only a few numbers of foreign student attending this program. Year by year the quotas increase. Now there have been significant numbers of foreign students attending Dharmasiswa program in Indonesian academic context, Indonesian should be aware of the potential cultural shocks. These potential problems should be identified and minimized in order to give the foreign students and the local people an atmosphere of mutualism and understanding. Therefore, this study tried to identify the culture shocks experienced by foreign students during their direct contact with the local people.

Appendix 18

Learners in a teaching-learning process constitute the major stakeholders. Johnston and Peterson (1994: 66) define stakeholders as those directly engaged in the programme; in language teaching, the main stakeholders are the students, teacher, teaching institution, parents (or funding provider) and user institution.

Developing materials for inclusion in a syllabus or curriculum based on the needs and interests of the learners is essential for the success of the learning and teaching process. Nunan's model (1985) of 'Elements in a Process Syllabus' identifies needs analysis as a central aspect which directly influences the goals, input for material designing and grading and the teaching/learning process. Nation (1996) regard needs (along with principles and environment) in realistic list of language, ideas or skill items. Brindley (1989) considers need analysis as one of the fundamental principles underlying learner-centred systems of language learning.

Due to the diverse background of the students, educational institutions often have difficulty in identifying the needs of the students and matching them to course design. The various types of syllabus that course designers may adopt, tangling from a formal syllabus (emphasizing grammar and vocabulary), to a functional, and task-based syllabus may contribute confusion to the process of arranging suitable materials for their learners. Another possible problem is that a specific subject like English has no pre-determined materials for inclusions in the syllabus as pointed out by Brumfit (1984: 88): "Language teaching has no obvious content in the sense that history or physics teaching may said to have." Indeed, the term 'content' is frequently ambiguous in discussion of language teaching, for it can refer simultaneously to the items of language that may be selected fo the syllabus or curriculum design, or to the topic which may be included in reading, writing, or speaking – the subject matter of linguistic interactions.

This study is useful for an English Language Centre as one of the inputs to help with the planning of the English Proficiency Programme for academic purposes. Furthermore, the experience of investigating the needs of these students will be of great value in similar tasks with all types of learners studying English (including those within the context of New Zealand) for different kinds of purposes.

This study is trying to answer the following questions:

1. What types of study skills do the learners consider the most important to have?
2. What aspects of New Zealand culture do the learners feel they need to know in order to cope with life in New Zealand?
3. What activities do the learners want to do in and outside the classroom and how do they want to be treated in order to learn better?
4. What types of topics for discussion are most interesting to the learners?

A need analysis includes all the activities used to collect information about the students' learning needs, wants, wishes, desires, etc. it can be very formula, extensive and time consuming, or it can be informal, narrowly focused and quick (strong-Krause, 2008). Need analysis is performed to cater for the demands of all parties – known as stakeholders – involved in a language learning programme. In a more practical way. Nunan (1990) points out that teacher – learner needs analysis involves negotiating roles: identifying what learners expect from teacher and what responsibility teacher expect learners to assume for their own development. It is not adequate to rely solely on the 'intuition' of the teacher or course designer; and, at least, empirical data are needed to support the decisions made by authorities concerned in the training programme (namely, the course designer and teacher) in determining the materials to teach and the actions taken.

Although needs analysis belongs mainly to the domain of English for Specific Purposes, the work of Seedhouse (1995) shows how needs analysis can be carried out in a General English classroom, especially with respect to problem solving and as a basis for designing aims, courses and materials. It also illustrates how a tight and direct link can be maintained between needs, aims and materials. In a negotiated syllabus, since learners are required to participate in the selection of content, mode and route of working, assessment, and so on, needs analysis plays a paramount role (Clarke, 1991). Activities which aim to identify the learner' needs generally occur on the first day of the course in the form of 'introduction sessions' and 'pre-test', facilitated by the institution and administered by the class teacher.

Brindley (1989) categories needs into 'objective' and 'subjective' needs. The former, he explains, refer to those which are derivable from different kinds of factual information about learners, their use for language proficiency and language difficulties; while the latter includes the cognitive and affective needs of the learner in the learning situation, derivable from information

about affective and cognitive factors such as personality, confidence, attitudes, learners' wants and expectations with regard to the learning of English and their individual cognitive style and learning strategies.

Furthermore, Robinson (1991) identifies two major types of needs analysis as 'target situation analysis' (TSA), that is, needs analysis which focuses on students' needs at the end of a language course and 'present situation analysis' (PSA) which seeks to identify what the students are able to do at the start of language course. She also suggests the idea of combining the TSA and PSA into 'the language audit' to determine how much language training is needed in terms of time and facilities required.

English for Academic Purposes (EAP) is often associated with study skills – the ability involved in knowing how to learn. Topics like using a dictionary effectively, note taking, understanding lectures, writing a summary, etc. are the most common components in EAP programmes. This is outlined by Hutchinson and Waters (1987) who divide ESP into English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Science (ESS) and identify EAP courses as those that often include study skills components in all of the divisions of ESP mentioned.

As study skills are a major focus in EAP, Jordan (1993) examines the need to include study in EAP as many overseas students have not received help in developing study skills in their own language/country.

However, the importance of learning something other than study skills has been articulated by most scholars investigating pre-seasonal or EAP courses. Jordan (1993) identifies the needs of international students learning EAP from three points of view: social functions, study skills, and practice in the language associated with his/her specific subject. Blue (1993) has looked at the role of language and some other factors that make for a successful academic experience such as information about the foreign culture. Brumfit (1991) emphasizes the need for coherent cultural analysis as an integral part of language learning and language socialization. Furthermore, Christison and Krahnke (1986), based on the learners' perceptions, found that social contact with native speakers and television and radio contribute most to the improvement of language skills.

They (1986: 77) state: "the students felt that language teaching should help address this need, not only for its social benefit, but for the language learning experience that it would provide."

Appendix 19

The worldwide demand for English has created a demand for quality language teaching. It has become an international language and has acquired such importance that the need to learn and master it has increased enormously. Learners set themselves high goals in learning it , and in turn, they expect teacher to provide excellent teaching Richards, 2006.

Over the years, efforts have been made to explore new ways of teaching second languages with the objective of finding a coherent and comprehensive approach, responding to the needs of language learners. Methods have been frown up based on the way of presenting the language, the sequencing and amount of focus on the various language skills, and the specification of learning activities. Normally, methods have also included a syllabus or teaching plan based on grammatical complexity and communicative usefulness (Horwitz, 2008).

The earliest methods (Grammar Translation, Audio-Lingual Method and the Direct Method) tend to emphasize more on the structure of the language with the practice of drilling the students and rehearsing speech acts. These methods, although still in uses, have already been deemed insufficient because they do not develop fluency and spontaneity in natural conversations. Their premise is that language can be learned by habit formation which is why they gave priority to grammatical competence as the basis of language proficiency (ibid).

Then came the input methods (Natural Approach and Total Physical Response) whose objectives were to develop the listening skills of the students with the premise that this influences language proficiency (ibid). these approaches allow for a silent period, a time when the learner assimilates the language so that he can produce it later on. Both are based on the theory that speaking emerges when the student is ready. It is unlike the earlier methods in that it does not focus on grammar. However, it uses the target language as a medium of instruction for which it is requires gestures, pictures, props, and dramatic flair and thus, a teacher personality and skill that match such requirements. This may indeed be quite demanding on the teacher.

The ever-growing need to fill in the insufficiencies of these earlier methods gave rise to the Communicative Language Teaching (CLT) Method. This paper will look into the theoretical framework within which it was developed, and will elaborate the methodology. It will also give implications in the language teaching profession.

Appendix 20

In this globalization era, mastering English becomes an important matter since most of information is stated in English. However, among the language skills i.e listening, speaking, reading and writing, reading skill is considered to be the most often used. Wood (1980:2) claims that a great number of students who learn English as a foreign language might never speak English; nevertheless, the majority of them still have to use their reading skill. It is understandable because almost all life's field information is written in English as the international language. It implies that reading skill is very important to be mastered.

Texas Education Agency (2002) claims that reading is the central of learning and it determines how successful the students will be in the future and this is in line with what Nababan (1984) and Mackey (1979: 107-108) claim. They say that 90% of textbooks and reference materials are imported. For that reason a number of non-English Faculties from several universities in Surabaya such as Widya Mandala University and Surabaya University put English class in the first semester on their curriculum. Some of the faculties are The Faculty of Economics, The Faculty of Communication, and The Faculty of Engineering. They realize that most of the learning sources are written in English, and having a good reading skill will help them a lot in their studies.

Indonesia's Department of National Education give theis support by issuing "Peraturan Menteri Pendidikan Nasional Repubilik Indonesia No. 26 tahun 2005 tanggal 26 Desember 2005" where Literacy Approach is used in teaching English. The purpose of this approach is developing students spoken and written communication ability. This can be seen by the classification of current English text books which is based on the genre texts. For example, students at grade X Senior High School. At this grade, the students deal with recount, narrative, descriptive and procedure text. When they move to the higher grades (grade XI and XII) they will learn more about narrative, report, review and argumentative texts. By learning and mastering those genres, they will be more ready to learn in universities.

Unfortunately, in Indonesia some educators seem to neglect the importance of reading skill by keeping using the conventional teaching reading technique (for example: Assign –Reading-Answer-Discuss or ARAD) which does not always work well according to Vacca (1981) even

though it is common used. Actually there are a lot of reading techniques that can help the students fulfill the goal of reading activity which according to Sanjaya (2000) is reading comprehension. One of those techniques is Directed Reading-Thinking Activity or DR-TA. The reading technique developed by Russel Stauffer in 1969 is a technique that actively involves the students in the reading process by making, verifying and revising prediction and helps the students read intentionally. By doing so, finally they will be able to comprehend it.

Even though there are not any studies about the effect of this reading technique on Indonesian high school' students reading comprehension where English is learnt as a foreign language, the strategies uses in the DR-TS are believed by some English language learning centers, and associations that improves the readers' reading comprehension. Learning Point Associates, Reading Rockets, Teacher Vision, and National Education Associations agree that DR-TA reading technique can guide the readers to comprehend the text being read. This present study is purposed to discover whether the DR-TA reading technique can give significant effects on high school student' reading comprehension where English plays a role as a foreign language.

Related to the problems above, the objective of this study is to find out the effectiveness of DR-TA reading technique for teaching high school student' reading comprehension. Exclusively, the objectives are to determine whether: (1) the DR-TA reading technique and ARAD reading technique give different positive effect on the students' reading comprehension; and (2) the DR-TA reading technique and ARAD reading technique give different positive effect to the students' reading behavior.

Appendix 21

Instrument of Data Analysis

Data	Unit of Analysis	Conjunction Used	Suggested Conjunction	Analysis
1	According to the 1994 Curriculum for Elementary School, English is a local content. In general, it starts to be taught to the fourth grade of elementary school. **However**, some private schools in Surabaya ever start earlier.			
2	The elements of the song – such as the music, human voice, lyrics, etc. – create a fun and enjoyable learning atmosphere in class. **However**, so far songs have not been used specifically for a writing course.			
3	Numerous books and articles have been written on the usefulness of creative literature in teaching of a foreign language, particularly English. **However**, a brief survey of ELT course books published by major ELT publishers found in Indonesian, such as New Headway, Look Ahead, and Rewards at intermediate level show that those books have few literary texts included the lessons.			
	With so little time allocated to English and so much more to cover, literature is a luxury no one can afford. **However**, this is about to change, at least at the University of Indonesia starting with the implementation of the PDPT (Pendidikan Dasar Perguruan Tinggi) or the General Education for first year University students in the forth coming academic year 2002/2003.			
	However, Swales' canonical			

	model for English RA generic structure, while being found useful to analyze the generic structure of internationally published English RAs, is found insufficient to capture and accommodate the need of the non-native English RA writers to identify in more detail how the functional stages and the linguistic features work together to make successful writing.			
Data	**Unit of Analysis**	**Conjunction Used**	**Suggested Conjunction**	**Analysis**
4	**On the other hand**, Systemic-Functional Linguistics (SFL) approach to scientific writing promises an alternative way to reveal systematic ad predictive relations between the generic functions and their linguistic realization in texts.			
	Although the SFL account of the schematic structure does not specifically deal with English RAs, its account of the nature of English scientific writing and its macro-organization, particularly in the work of Martin (1992) and Halliday and Martin (1993), may become a useful tool for identification.			
5	One sentence is closely related to another because they are united in one plot of story, and hence they are contextual. **But** because of the time and length limitations, we will discuss only the first 20 paragraph of the story.			
6	In every discussion of language teaching, there are always elements of literature for it is a legitimate and valuable resource for language teaching. **In fact**, in language teaching, literature can help the students master the vocabulary and the grammar of the language as well as the four language skills; reading,			

Data	Unit of Analysis	Conjunction Used	Suggested Conjunction	Analysis
	writing, listening, and speaking.			
	Others argued that narrative literary texts bring confusion in understanding the contexts or even in finding the subject matter of hat the texts are about. **Actually,** narrative literary texts offer a lot of advantages in reading comprehension teaching compared to other reading materials.			
7	The (literary) texts also encourage students to communicate their perceptions of the texts as a result of their reading activities in the forms of social, cultural, and psychological interpretations. **However**, in a setting where English is a second or foreign language, works of English literature are often considered difficult to read.			
8	Based on my observations, most of the students were actually quite good at writing. **However**, they did not have many opportunities to practice expressing their thoughts or ideas in writing because the teaching of writing was only once a week.			
9	Traditional classes that only depend on the teacher as the resources of knowledge has been left behind, not only due to the new paradigm of independent study but also the easy access to other sources of knowledge in form of books, CDs, Audio-Visual/ Multimedia resources, etc. **However**, among them there is nothing more exciting and complete than the internet.			
10	Reading as one of the four language skills that should be mastered by language learners is			

	very important to be taught for EFL students in university level. **However**, conventional reading comprehension class is sometimes threatening for the students.			
Data	**Unit of Analysis**	**Conjunction Used**	**Suggested Conjunction**	**Analysis**
11	Before that, **however**, it calls for mentioning the so-called *credo* of true education in the sense of those of proverbial sayings – if we cannot call them the philosophy of education – which are frequently quoted.			
12	Thus to refer to the fact that 'no man is perfect' Indonesian speakers may say (1) *Tak ada gading yang tak retak* (There is no ivory without a crack) or (2) *Sepandai-pandainya tupai melompat, sekali pasti gagal juga* (Even, a skillful squirrel, once, will fail to jump.) in certain cases. **On the other hand**, when we want to say that we have to work effectively and efficiently, we may say (3) *Sekali merengkuh dayung dua tiga pulau terlampaui* (One blow of a row, we pass two or three islands).			
	However, before we come to the discussion of the underlying conceptual metaphor on the fixed expressions, we discuss other views that also give the explanatory account on metaphors and fixed expressions.			
13	In other words, the intended meanings are not always conveyed within the sentence level. **In fact**, the Ss often utter expressions that mean more or beyond what are said.			
	For instance, Indonesian learners, often transfer the non-acceptance strategy using 'no' when responding to English			

	compliments which they usually use in *bahasa Indonesia*. **In contrast**, native speakers (NSs) do not; **instead** they use acceptance strategy using 'yes' and 'thank you'.			
Data	**Unit of Analysis**	**Conjunction Used**	**Suggested Conjunction**	**Analysis**
14	The 'label' was written English with students active learning or CBSA approach, **yet** the learning activities were very much like the ones I found in my junior high school. **Yet**, there was a surprising thing emerged during my two schooling periods above. It was my English mark that was always extremely good **despite** the communicative disability feeling I had.			
15	As English has been (propagated as) a global language, the number of its speakers has, consequently, been getting increasingly bigger. **However**, what needs remembering is that native speakers of English are less in number than those speaking the language as a second/ foreign language.			
16	UN has been considered potential in leading students to mechanistic rote learning, with the sole purpose in response to limited learning targets **while** other potentials are neglected.			
	The rationale launched by the Director sounds to be educationally normative. **Nevertheless**, the reasoning is substantial in that it is actually a form of elaboration of education concepts put into actual practice.			
	The others, aware or not, are commonly not well recognized and are considered 'an			

Data	Unit of Analysis	Conjunction Used	Suggested Conjunction	Analysis
	attachment', minority in importance. **However, actually** evaluation plays a substantial role in education **although** many have still understood it partially.			
17	Teacher who interacts with the students from the same culture with him/her might experience less cultural problems. **But** when teacher and students hold different views of cultural norms appropriate to particular situation, it is not difficult for misunderstanding to occur.			
18	**Although** needs analysis belongs mainly to the domain of English for Specific Purposes, the work of Seedhouse (1995) shows how needs analysis can be carried out in a General English classroom, especially with respect to problem solving and a basis for designing aims, courses and materials.			
19	These methods, **although** still in use, have already been deemed insufficient because they do not develop fluency and spontaneity in natural conversations.			
20	In this globalization era, mastering English becomes an important matter since most of information is stated in English. **However**, among the language skills i.e. listening, speaking, reading, and writing, reading skill is considered to be the most often used.			
	Wood (1980:2) claims that a great number of students who learn English as a foreign language might never speak English; **nevertheless**; the majority of them still have to use their reading skill.			
	Unfortunately, in Indonesia			

	some educators seem to neglect the importance of reading skill by keeping using the conventional teaching reading technique (for example: Assign-Reading-Answer-Discuss or ARAD) which does not always work well to Vacca (1981) **even though** it is commonly used. **Actually** there are a lot of reading techniques that can help the students fulfill the goal of reading activity which according to Sanjaya (2000) is reading comprehension.			
20	**Even though** there are not any studies about the effect of this reading techniques on Indonesian high school students' reading comprehension where English is learnt as a foreign language, the strategies used in DR-TA are believed by some English language learning centers, and associations that it can improve the reader reading comprehension			