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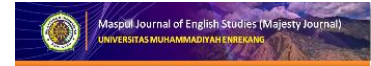
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Editorial for MAJESTY Volume 2 Issue 1, 2020

Dalam edisi ini, enam makalah disajikan yang membahas dan merefleksikan hasil penelitian serta mencerminkan minat beragam terhadap isu pembelajaran dan pendidikan Bahasa Inggris di Indonesia. Kontribusi dari *Musdalifah* mengangkat tema manajemen kelas dengan menggunakan strategi Code-Switching; *Mustakim dan Sukree Doloh* mengungkap pendidikan multikultural; *Ismail* membahas tentang assessment dalam pembelajaran bahasa Inggris. Sementara, *Mustakim dkk* dalam studinya menunjukkan bahwa Model KKN dan Magang Internasioal adalah program yang sangat penting bagi mahasiswa. *Hasan* dan rekannya mempertimbangkan peran penting Cerita Berbasis Materi dalam meningkatkat literasi siswa. Sedangkang kontribusi dari *Iful Rahmawati Mega* dalam edisi ini mencerminkan penelitian tentang tren terkini dalam penggunaan literasi digital bagi mahasiswa.

Musdalifah mempresentasikan studi tentang *Penggunaan Code-Switching sebagai strategi untuk meningkatkan interaksi kelas di SMKN 1 kabupaten Enrekang*. Code-switching sendiri dapat didefinisikan sebagai penggunaan lebih dari satu bahasa, variasi, atau gaya oleh pembicara dalam ucapan atau wacana, atau antara lawan bicara atau situasi yang berbeda. Studi ini bertujuan untuk mengatasi permasalahan yang di hadapi siswa di Kabupaten Enrekang dalam belajar bahasa Inggris. Studi ini mencakup wawancara, observasi, kuesioner secara rinci dengan 3 guru bahasa Inggris di SMKN 1 Kabupaten Enrekang. Hasil penelitian tersebut menunjukkan bahwa para guru berkomentar positif tentang penggunaan code-switching dalam meningkatkan interaksi siswa di kelas menjadi lebih kolaboratif dalam belajar bahasa Inggris. Secara keseluruhan penulis menyarankan bahwa menggunakan Code-Switching selama interaksi kelas ketika siswa memiliki kapasitas yang lebih rendah untuk memudahkan mereka dalam memahami materi. Pengalihan kode juga merupakan bahasa pengganti bagi para guru ketika mereka mengajar bahasa Inggris untuk membuat para siswa nyaman dalam bahasa Inggris.

Mustakim dan rekannya berbagi pekerjaan mereka dalam meneliti '*Multicultural Education in Interlanguage English Textbooks for Senior High School Students in Maroangin'*. Studi ini mempertimbangkan aspek kualitas dan konten pendidikan multikultural dalam buku teks bahasa Inggris di tingkat SMA. Mereka menggunakan Uji validitas data dengan teori dan teknik triangulasi sumber, sedangkan analisis data menggunakan teknik analisis interaktif. Berdasarkan hasil penelitian dapat disimpulkan bahwa: (1) isi pendidikan multikultural dalam buku teks Bahasa Inggris Antarbahasa yang dianalisis tidak sepenuhnya mengandung dimensi pendidikan multikultural. Ini terbukti dari lima dimensi yang seharusnya ada hanya tiga dimensi yang diangkat, yaitu dimensi integrasi materi, dimensi mengurangi prasangka, serta dimensi penguatan budaya sekolah dan struktur sosial. Sedangkan dua dimensi lainnya, yaitu dimensi konstruksi pengetahuan dan dimensi penyesuaian metode pembelajaran tidak ditemukan dalam buku teks; (2) kualitas konten pendidikan multikultural dalam pelajaran masih sangat tidak memadai. Ini karena tidak semua dimensi multikultural terintegrasi ke dalam buku teks.

Penilaian formatif juga menjadi tema dalam studi yang dikembangkan oleh **Ismail** dan rekannya, Universitas Muhammadiyah Enrekang, Indonesia, dalam makalah yang berjudul '*The Effect of formative assessment on students' grades in learning English*'. Studi ini berfokus terutama pada bagaimana penilaian formatif, sebagai jenis penilaian yang menguntungkan, dapat menjadi kontributor yang efektif untuk meningkatkan motivasi siswa dalam belajar bahasa Inggris. Tujuan utama dari penelitian ini adalah untuk menyelidiki persepsi guru dan siswa tentang jenis penilaian yang diterapkan dalam pengajaran bahasa Inggris kepada siswa. Diperkirakan ada berbagai pandangan di antara para peserta dan juga beberapa perbedaan pendapat antara apa yang dianggap berguna dan apa yang secara praktis digunakan dalam menerapkan penilaian dan umpan balik dalam belajar bahasa Inggris. Oleh karena itu, dua pertanyaan berikut ini ditetapkan untuk mengatasi variabel-variabel ini: (1) apa pandangan siswa tentang teknik penilaian formatif? (2) apa persepsi guru terhadap konten umpan balik dari penilaian formatif dilihat sebagai alat konstruktif dalam mengajar bahasa Inggris? Metode: Penelitian ini mengeksplorasi hasil penilaian formatif melalui kuesioner untuk 24 siswa dan 5 untuk guru, di SMA 1 Alla-Enrekang, di mana bahasa Inggris diajarkan sebagai bahasa asing. Hasil: Diasumsikan bahwa penilaian formatif memiliki pengaruh besar pada apa yang siswa pelajari dan bagaimana guru memvalidasi. Diskusi: Penilaian formatif dapat membantu guru mengantisipasi masalah awal untuk disparitas siswa dalam pengembangan pembelajaran. Oleh karena itu, metode penilaian ini tidak dapat secara akurat menilai frekuensi perolehan siswa, karena bervariasi dari satu guru ke guru lainnya dan mata pelajaran dengan mata pelajaran lainnya.

Dalam studi **Mustakim, Sukree Doloh dan Yunus Busa** melihat bagaimana Model Program KKN Internasional bagi Mahasiswa Universitas Muhammadiyah Enrekang yang diselenggarakan di Thailand. Secara khusus, penelitian ini berusaha mengungkap: (1) Pelaksanaan Program KKN Internasional yang telah dilakukan sejauh ini; (2) Efektivitas pelaksanaan Program KKN Internasional dilihat dari tanggapan para pemangku kepentingan dan peserta; dan, (3) formulasi model Program KKN untuk calon guru di Universitas Muhammadiyah Enrekang. Untuk mencapai tujuan-tujuan ini, studi eksplorasi dilakukan dengan pendekatan deskriptif kualitatif. Penelitian ini melibatkan mahasiswa Universitas Muhammadiyah Enrekang di mana para pemangku kepentingan adalah responden utama. Informasi di lapangan dieksplorasi menggunakan wawancara, teknik analisis dokumen, dan distribusi kuesioner. Hasil penelitian menyimpulkan bahwa: (1) Program KKN Internasional adalah program yang penting, oleh karena itu; bahkan benar-benar perlu dilakukan; dan (2) Program KKN Internasional untuk calon guru di Universitas Muhammadiyah Enrekang berdasarkan analisis kebutuhan di lapangan memiliki karakteristik unik dari aspek: (a) durasi pelaksanaan: (b) negara tujuan; (c) jumlah biaya yang dibutuhkan; (d) frekuensi pemantauan yang dibutuhkan; (e) peserta yang terlibat; (f) pihak-pihak yang terlibat, (f) tim manajemen aktivitas, dan (g) aktivitas-aktivitas material yang diperlukan. Penelitian merekomendasikan hal-hal berikut: (1) menganalisis persyaratan lapangan sebelum Program KKN-Magang Internasional dilaksanakan, (2) melakukan persiapan dengan hati-hati, (c) melakukan refleksi pada setiap tahap implementasi.

Hasan dan rekannya membahas tentang '*The Effectiveness Material Based Stories in Improving Students Reading Comprehension*'. Studi mereka bertujuan untuk membandingkan dan membedakan kelayakan cerita berbasis materi untuk siswa di

Kabupaten Enrekang, Indonesia. Penelitian ini menggunakan metode kelas eksperimen semu dan pre-test-posttest didistribusikan di antara satu kelompok siswa yang belajar dalam pengaturan konvensional, dan satu kelompok siswa yang belajar dalam pengaturan eksperimental. Hasil penelitian menunjukkan bahwa siswa dalam kelompok cerita berbasis materi eksperimental mendapat skor lebih tinggi dan memiliki kepuasan yang lebih besar terhadap pembelajaran cerita berbasis materi daripada peserta didik dari kelompok konvensional - meskipun kedua kelompok menyatakan motivasi dan kepuasan dengan pembelajaran cerita berbasis materi mereka. Temuan yang dikembangkan berdasarkan teori kognitif pembelajaran cerita berbasis materi, telah membantu siswa untuk meningkatkan pemahaman membaca dan belajar lebih baik; dengan demikian layak untuk diaplikasikan sebagai media belajar mandiri dan digunakan oleh siswa untuk mempelajari bahasa Inggris.

Keterampilan literasi digital mahasiswa adalah fokus dari makalah **Iful Rahmawati Mega** dari STKIP Muhammadiyah Bangka Belitung, Indonesia "*Students' Perception of Digital Literacy Competence as Learning Sources*" Mereka mendalilkan bahwa sebagai negara pengguna internet terbesar, literasi digital merupakan hal yang sangat penting untuk meningkatkan pemikiran kritis mahasiswa. Mereka bertanya bagaimana persepsi mahasiwa tentang kompetensi literasi digital sebagai sumber belajar yang dimiliki oleh mahasiwa Program Studi Pendidikan Bahasa Inggris STKIP Muhammadiyah Bangka Belitung sebagai pengguna aktif internet, dengan berfokus pada searching, hypertext navigation, content evaluation, and knowledge assembly. Penulis menyimpulkan bahwa dari sembilan mahasiswa yang di teliti, hanya satu mahasiswa yang memiliki persepsi dengan kategori baik tentang literasi digital sebagai sumber belajar yang berharga. Dengan demikian ekspektasi peneliti menyatakan bahwa kesesuaian tingkat literasi digital dengan ekspektasi matakuliah diperlukan untuk keberhasilan pembelajaran campuran yaitu digital literasi dengan textbook.

Pemilihan makalah untuk Edisi ini menunjukkan luas dan dalamnya penelitian interdisipliner bidang pendidikan Bahasa Inggris yang dapat memberikan metode yang efektif untuk belajar di berbagai bidang dan konten yang berbeda. Makalah ini juga menunjukkan bahwa masih banyak masalah yang harus di teliti, terutama berkenaan dengan bagaiamana e-learning dalam pembelajaran bahasa Inggris diimplementasikan, didukung dan dirancang; dan bagaimana hasil pembelajaran dapat didukung oleh kesadaran akan dimensi pedagogis di edisi selanjutnya. Editor memuji keragaman strategi penelitian, metode dan teknik dan keragaman perspektif para pemangku kepentingan dan berharap Anda menikmati membaca masalah ini.
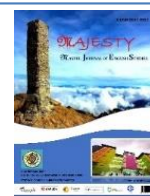
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Using Code-Switching as A Strategy for Improving Classroom Interaction at SMKN 1 Enrekang Regency

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ARTICLE INFO	ABSTRACT
	The main objective of this research that was to known about what were types and the functions of code-switching used by English teachers, and what were factors cause the English teachers to use code-switching in classroom interaction at SMKN 1Enrekang regency. This research employed a descriptive qualitative design and purposive sampling technique. The participant of this research that was an English teacher at SMKN 1 Enrekang regency. The participant consisted of 3 English teachers who belong to three grades. There were some instruments were used to collect the data in this research namely observation, interview, questionnaire, and triangulation. The main findings of this research that was the English teachers of SMKN 1 Enrekang regency known types and functions of code-switching in classroom interaction, and know some factors cause they must to use code-switching in classroom interaction.

INTRODUCTION

Language has some functions for human in their life, one of function is can help to create an interaction in social life such as: in the office, in the market, in the school, in the hospital, etc. Indonesia language is national language for Indonesia country (Bloomfield, 2019) which is applied to communicate and interaction activities for different ethnics group in Indonesia country (Gumperz, 2019). Same with Indonesia language which has function as national language in Indonesia country

(Mustakim, 2019), English language is an international language which is used to communicate and interaction activities for all countries in the world. In Indonesia, English language is as foreign language, means that English is only teach and use in junior high schools, senior high schools, colleges, and in primary schools in four specific areas (Clyne, 2019).

One of the schools in Indonesia that is SMKN 1 Enrekang regency is facing many problems in teaching, learning, and interaction processes with use English language. The first problem comes from

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students; the students difficult to use the English language and motivation lack to practice it in their daily speaking. The last problem comes from English teachers of SMKN 1 Enrekang regency, their problems that are faced difficulties when they are doing teaching English language process.

Preparing to solve problems, the writer suggests changing the old teaching and learning techniques with the new technique that is code switching technique. Code switching is the selection by bilinguals or multilingual of forms from an embedded variety (or varieties) in utterances of a matrix variety during the same conversation (Modupeola, 2019), this means that code switching can be defined as the use of more than one language, variety, or style by a speaker within an utterance or discourse, or between different interlocutors or situations (Romaine, 2019). Code Switching was one of strategy that it could be chosen by teachers to be motivation tool for students when they were doing learning English language activity (Ruiz, 2019). Code switching was used by teachers during at learning and teaching English language especially in classroom interaction, this mean that teachers switch their languages from English languages to Indonesia languages or Indonesia languages to English languages and English languages to Mother Tongue or Mother Tongue to English languages (Mustakim (2019) & (Khadidja, 2019). Sometimes teachers were not consciously to use code switching in their teaching English language process (Dagarin, 2020).

There are many types of code switching, Hoffman (2020) suggested that the types of the code switching as below: extra-sentential or tag switching, inter-sentential code switching, intra-sentential code switching. According Bloom (2020) there are four types forms in classroom interaction those are: situational code switching, metaphorical code switching, emblematic code switching, and establishing continuity with the previous speaker code switching. The last is Skiba (2019) concluded that there are three main types of code switching in linguistic skill and classroom interaction namely: referential code switching, directive code switching, and expressive code switching.

There are three experts are giving explanation about functions of code switching in classroom interaction, and all of them those are: the first expert is Yletyinen (2019), she summarized that the various functions of code switching as follows: to emphasize, to suit the domain of knowledge, to show Unequivalence, to reinforce a request, to clarify, and to communicate friendship or family bonding. The second expert is Jingxia (2020), she continued explanation from Yletyinen about function of code switching namely: to suit the language, to interject a conversation, to ease tension and inject humor into a conversation, to show a change of attitude and relationship, to exclude people from a conversation, and to talk certain topic. And the last expert is Uys (2019), He described that the functions of code switching as follows: lexical gap, repetition or reiteration, fixed vocabulary, translation, addressee specification, topic switch, affective function, and suiting language. The last explanation of this research that was factors cause the teachers used code switching in classroom interaction. Yletyinen (2019) suggested there were 2 main factors which were

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causing the teachers used code switching and all of them as follow: student lack of vocabularies, and to help the students understanding.

METHOD

1. Design of Research

This research applied descriptive qualitative design and purposive sampling technique. Descriptive qualitative design was one kind design of research which was used in the condition of natural setting (Sugiyono, 2019) and described about what types of code switching were used by the teacher in classroom interaction, what were the functions of code switching used by the teacher in classroom interaction and as well as the factors which caused teacher used code switching in classroom interaction. Purposive sampling technique was one of the techniques which were applied to determine the participants by using considering something (Sugiyono, 2019).

2. Procedure of Collecting Data

There were some steps that must be done as procedure of collecting data in this research, and all of them such as:
a. Recorded the utterances that produced by the teacher and students during six meetings of this research by using audio-recorder.
b. Made field notes relate to the teaching and learning activities in the classroom interaction.
c. Done interview section. The questions were direct for English teachers and focused for teachers' awareness in using code switching in language classroom, what were the functions of codes-switching, and what factors may

cause the teachers use code-switching in classroom interaction.
d. Transcribed, identified, and classified the data then interpreted them. This research only analyzed the statement when the teachers used techniques of basic spoken questions.

3. Procedure of Analyzing Data

The ways was used to analysis data in this research that was discourse analysis. There were some steps which must be done for discourse analysis, and all of them as followed:
a. Collected issues or data by handphone and then transcribe the data.
b. Introduce the issues or data of power or roles in analysis data when necessary.
c. Described the interaction based on the recording.
d. Classified to find the types of code switching and the functions of code switching and also what factors may cause the teacher to use code switching in classroom interaction.

RESULTS AND DISCUSSIONS

1. Types of Code Switching

a. Tag Switching

Image 1. *Extract of Code Switching with Type Tag Switching*

> T : why did we write like this?, in Indonesia must to write "girl is beautiful **yah".** in English language we had a pattern *okey.* Di *dalam bahasa Inggris kita memiliki rumusnya yah*. The pattern is we should put adjective *yah* before noun, *okey.* **(Why do we write like that, in Indonesia we should write "a girl is beautiful". In English language we had a pattern. The pattern is "we must put the adjective before noun)".**

Tag switching is type of code switching which involved a tag one language become an utterance. For example when the teachers explained about the material and then in the mild explanation the teachers insertion of tag in their utterance. Image 1 explained the teachers used code switching during classroom interaction. The teachers used tag switching when they explained the materials. For instance the teachers explained the materials they used tag such as "**yah**" and "**okey**" in their utterance. This switching involved the insertion of a tag, e.g. 'yah', 'okey' from language into a clause or sentence in a different language. The data also had shown from the observation if the teachers always used tag switching when they began to start the lesson, starting something new, checking progress, and also when the teacher gave the assignment.

b. Intra-Sentential Switching

Image 2. *Extract of Code Switching with Type Intra-Sentential Switching*

> T : oke yah. ***Sekarang gini*, after break**. ***Setelah istirahat yah*, you will bring product.** You can buy from alfamart. (**oke, now after breaking you must bring your product. You can buy it in alfamart**)
> S : *APA sir*? **(Perdon sir?)**
> T : *maksud saya setelah istrahat langsung beli* product.**(I mean, after breaking you must bring your product**

Intra-sentential switching was code switching which occurred within a sentence. For example when the teachers explained the materials and they were switching their language from mother tongue language within a sentence. Image 2 explained the teachers often changed their speaking language from mother tongue language when getting down to star lesson, telling the objective materials, checking progress in running the class, gave them assignment and also making the announcement. This switching involved switches of different types occurring within the clause boundary, including within the word boundary, or translation of words or phrase substitution within a sentence. The teachers changed his language by saying "oke yah. ***sekarang gini*, after break**. ***Setelah istirahat yah*, you will bring product.** You can buy from alfamart". In utterance of teachers utterance there were so many codes switching that began from the first language to target language and the other way. They changed their language or phrase within a sentence.

c. Inter-Sentential Switching

Image 3. *Extract of Code Switching with Type Inter-Sentential Switching*

> T : good. Sebuah buku. As we know if singular there is word a, an. It is singular. Remember, if you find in english the word "a book" it means that singular. *Tapi bukan itu saja yah, banyak yang lainnya.* Singular has several meaning. *Maksud saya a/an mempunyai makna yang berbeda-beda,seperti sebuah, seekor..***(good. A book. As we know that if a singular there is a article a/an. Remember, if you find in English the word "a book" it means singular. But, (but, not only that). Singular has several meaning. I mean article a/an has different meaning such as)**

Inter-sentential switching occurred between sentence and clause. In this case, one clause is in the one language, and the other to other language. Image 3 explained the teacher used inter-sentential switching during the classroom interaction. This switching involved a switch at clause/sentence boundary. In this case, one clause is in one language and the other in another language. Teachers changed their language when they explained the materials by saying "good. Sebuah buku. As we know, if singular there is word a, an. It was singular. **Remember, if you find in English the word "a book" it means that singular.** *Tapi bukan itu saja yah, banyak yang lainnya.* **Singular has several meaning.** Image 3 also explained teachers changed their language at clause and sentence level when he taught. Based on the extract, it was inter-sentential form because the teachers changed their language from mother tongue language became clause and sentence level. The last, image 3 occurred when the teachers checking register, getting down to start the lesson, starting something new, telling the objective materials, checking students understanding, checking progress, gave students assignment and when the teacher making announcement.

2. Functions of Code Switching

a. Lexical Gap

Image 4. *Extract of Functions of Code Switching "Lexical Gap"*

Image 4 showed the extract of functions of code switching "lexical gap". This image given two results, the first result was the background setting of extract, the background setting of extract that was this code switching was happening when the teachers explained the materials about describing things. Whilst the teachers taught, they did code switch from the target language to first language.

> T : *Okey, kalau* **thing**, **countable thing.** ***Bukan thing pemikiran, tapi thing mati ng, think itu mati K dia pemikiran.*** *Jadi apa* **thing, thing.** ***Benda-benda, benda-benda itu*** **thing** ***ya****. Jadi, benda-benda yang dapat dihitung (follow together) jadi* the thing and the count thing ya and then me something *ya. Coba diliat dapat dihitung. Oke, sekarang.* You have role the thing we something okey. What thing we can know? *Benda apa yang ditau.*(**if.** **thing that has meaning "benda". So the countable noun it means the noun that we can be counted by role. Now, mentions what thing that you know?)**

The final result was image 4 presented many examples that the teachers changed their language because of their deficiency in target language (extract). For examples it occurred when the teachers taught by saying **"kalau thing…,** these extracts shown that the teachers changed their English language from mother tongue language because they felt more comfortable and easy to speak in their language.

b. Repetition/Reiteration

Image 5. *Extract 1 and 2 of Functions of Code Switching "Repetition/Reiteration"*

Image 5 showed the extract of functions of code switching "Repetition/Reiteration". This image given two results, the first result was the background setting of extract, the background setting of extract that was this code switching was happening when the teachers explained the materials. They changed their English language become mother tongue language in their teaching activity.

> T : why we wrote same this?, In Indonesian must written these girl beautiful *ya,,,* eee dear beautiful, **in English language, we had specific formula okey.** *Dalam berbahasa inggris kita mempunyai spesifik rumusnya ya okey.* The specific formula is we should put ya noun after adjective, okey. Where is adjective where is adjective of the sentence. *Dimana adjective nya disitu?***(why we were writing like this?. In English language, we write "the girl is beautiful yah". We role in English language. The specific formula that is we should adjective before noun. Where is adjective,,, where is**

> T : the first that one**, we must translate word by word** *ya. Kata demi kata dulu.***(the first one, we must translate word by word).**
>
> S & T : she is girl small beautiful.

The final result was image 5 explained in the extract 1 when the teachers said "…, **in English we have a formula okey.** *Dalam Bahasa inggris kita punya rumusnya ya okey"***,** they explained the

materials by English and then they changed their language to first language for clarification the materials. Extract 2 showed that the teachers changed his language to emphasize the point in their utterance, such as "…**we must translate word by word** *ya. Kata demi kata dulu*…". Teachers did code switching in order to students know about the important point that the teachers meant.

c. Fixed Vocabularies

Image 6. *Extract 1 and 2 of Functions of Code Switching "Fixed Vocabularies"*

> T : Yah bolla. She is a third grade student of senior high school in her hometown. Her age about seventeen.**(she is a third grade student of senior high school in her hometown.** *Klo* **he** *itu laki laki klo* **she** *itu perem*
>
> S : *Perempuaaaan!! (* **female)**

> T : *Okey, kalau* thing, countable thing. *Bukan think pemikiran, tapi thing mati ng, think itu mati K dia pemikiran. Jadi apa* thing, **things** *itu Benda-benda, benda-benda itu* thing *ya*. *Jadi, benda-benda yang dapat dihitung (follow together) jadi* the thing and the count thing ya and then me something ya. *Coba diliat dapat dihitung. Oke, sekarang*. You have role the thing we something okey. What thing we can know? *Benda apa yang ditau.(* .**(if thing, countable thing. Not think, but thing and the end ng (the end is ng). thing that has meaning "benda". So the countable noun it means the noun that can be counted by role. Now, mentions**

Image 6 showed the extract of functions of code switching "fixed vocabularies". This image given two results, the first result was the background setting of extract, the background setting of extract that was the teachers changed their language when the teachers were explanation the materials and they found word and teachers intended to know about the word. The final result was image 6 explained in the extract 1 when they said "…*Klo **he itu laki laki** klo **she itu perem**…*" the teachers were referring to specific words **he** and **she** in order to students know about the meaning of words. In extract 2 also occurred when the teachers said"… maybe you can **add, add** *itu tambah* **yah…".** Here the teacher's specified utterances add, they changed their language to first language in order to students known about the word. It referred to words that were used routinely and only in one specific language to refer to school-related topics and items.

3. Factors Cause Teachers Used Code Switching

a. Student Lack of Vocabularies

The teachers used code switching because they thought that would be easy when they taught some materials and then by switching the language, it would be easier for students to get the point what was the point that the teachers wanted to deliver. In this case the data showed that what the teachers said when the writer was doing interview activity, and the teachers said:

"…Dengan pertimbangan bahwa ketika kita menjelaskan dengan bahasa inggris tetapi mereka tidak mengerti apa yang kita maksud. Otomatis kita harus mengalih bahasa supaya tujuan yang kita harapkan bias tercapai dan tersampaikan". **By considering that when we explain materials by using English but the student can not understand it. Automatically, a teacher has to change his/her language to help them to understand the materials"(interviewed the subject).**

From this interview process, the writer found that the teachers used code switching in speaking and interaction class because they thought that it was need to change the language into Indonesian because the students have lower capability and lack of vocabularies. Then, the teachers did code switching in classroom interaction because the students had lower capability in English. So, the teachers though need to change their language to make the students feel easier to understand.

b. To Help the Students Understanding

Second reason of teachers used code switching in classroom interaction because they perceived help the students understanding about the materials that the teachers explained. It could be seen on the following result of interview:

"Ketika seorang guru menjelaskan kepada siswa dan dia menjelaskannya dengan bahasa inggris tetapi anak-anak tidak tahu dalam memahami apa yang kita sampaikan, maka faktor nya adalah bahawa anak-anak merasa susah dalam memahami apa yang gurunya sampaikan dan tentunya sang guru harus membantu siswa agar apa yang ingin kita sampaikkan bias tersampaikan dengan

baik dan siswa bias memahaminya dengan baik. **When a teacher explained materials by using English, but the students did not understand it, the consequence is student found difficulty in comprehending materials. So teacher had to help them so they find it easily to understand what the materials is being explained".(interviewed the subject).**

From this interview process, the writer found code switching which was applied by teachers in speaking and interaction classroom was helping the students understanding of materials.

In other words, when the teachers explained the materials and it indicated that the students did not understand about the materials. The teachers changed their language to help student were easy understand the materials.

CONCLUSION and SUGGESTION

Based on findings and discussion, the writer makes some conclusions. First, Code switching used by the teacher during the teaching and learning process consisted of three types; they are tag switching, intra-sentential code switching and inter-sentential code switching. These types not occurred in the same time whist teaching. Second, code switching has several functions; they are lexical gap, reiteration, fixed vocabulary, translation, addressee specification and affective function. And third, there are two main reasons why the teacher used code switching in the classroom interaction, and two of them namely: the first one is the students' lack of vocabularies and the second one is to help the students understand the materials.

Based on the conclusion, the writer give suggestions for teachers of SMKN 1 Enrekang regency to use code switching during the classroom interaction when the students have lower capability to make them easier in understanding the materials. Code switching also alternate language for the teachers when they teachers English language to make the students comfortable in English language.

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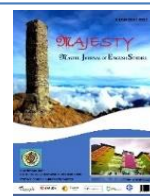
Multicultural Education in Inter-language English Textbooks for Senior High School Students in Maroangin

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ARTICLE INFO

ABSTRACT

This study aims: (1) to describe and explain the multicultural education content in Interlanguage English textbooks of senior high school level, and (2) to describe and explain the quality of the multicultural education content in Interlanguage English textbooks of senior high school level. The form of this research was descriptive qualitative. The data sources in this study were Interlanguage English textbooks of senior high school in Maroangin and informants, namely the authors of the books analyzed. Data collection techniques using content analysis techniques, questionnaires, and in-depth interviews. Test the validity of the data with the theory and source triangulation techniques, while data analysis used interactive analysis techniques. Based on the results of the study it can be concluded that: (1) the contents of multicultural education in the analyzed Interlanguage English textbooks do not fully contain the dimensions of multicultural education. This was evident from the five dimensions that should have existed only three dimensions were raised, namely the dimensions of material integration, the dimension of reducing prejudice, as well as the dimensions of strengthening school culture and social structure. Whereas the other two dimensions, namely the dimension of knowledge construction and the dimension of adjustment of learning methods were not found in the textbook; (2) the quality of multicultural education content in the lessons is still very inadequate. This is because not all multicultural dimensions are integrated in the textbook.

INTRODUCTION

Indonesia as an archipelago with various geographical locations and diverse socio-cultural conditions provides a clear picture that Indonesia is a multicultural country. However, this diversity often creates very severe problems. Conflicts often occur between tribes, groups, religions, even among students and college students who cause bloodshed and casualties. Riots in Sampit, Ambon, Poso and Papua are some examples of conflicts that occurred between various tribes and religions in Indonesia. That is a problem faced by the Indonesian people

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and a solution must be immediately sought.

The diversity of Indonesian nation can be likened to a double-edged knife. That diversity, on the one hand, is a treasure that should be appreciated and maintained because if it can be managed properly it will be able to bring up various inspirations and strengths in efforts to develop the nation. That diversity will also be able to dynamize us as a nation. On the other hand, diversity can also be a starting point of friction that can lead to conflict (Sarwiji Suwandi, 2008: 1).

The improvements in education are needed because solving these problems is not enough if only relying on the role of law enforcement officials. The education world also has a very big role in providing solutions to these conflicts (Yulian Purnama, I Ismail, 2020). The awakening of the concept of awareness of the importance of tolerance, mutual respect, and peace can be realized through the world of education.

Law No. 20 of 2003 in Chapter III article 4 paragraph 1 concerning the National Education System, has required that national education must be carried out in a democratic and fair and not discriminatory manner by upholding human rights, religious values, cultural values, and national pluralism. Based on this law, it is appropriate if the education carried out must be able to shape the character of the students to have a humanist, democratic, and non-discriminatory spirit. The search for alternative forms of education is absolutely necessary, namely a form of education that seeks to maintain harmony between cultures, ethnicities, groups, races, languages, and religions. Therefore,

according to Sitti Mania (2010: 78-79), multicultural education is the answer to some of the problems of pluralism.

Multicultural education does not merely re-glue the values of unity, unity, national and state but provides its own understanding of one's own nationalism. Multicultural education, according to Yaqin (2005: 5), is an alternative through the concept of education and the application of strategies based on the use of a variety of diversity in society, especially those of students. Mansouri and Trembath (2005: 516) affirm that multicultural education is needed to incorporate socio-political dynamics beyond the limits of school and family factors in order to be more dynamic.

At the level of education can not be separated from the use of textbooks (Cahyo, Rijalul, Muslim, Rahman, & Pratolo, 2019). Textbooks can be a guide for teachers and students as the main reference or a companion book in the teaching and learning process. In the process of learning English, of course it will also not be separated from the use of English language textbooks. In this case, the concepts and practices of multicultural education can be integrated in English textbooks.

According to Banks (2010: 23) multicultural education has five interrelated dimensions, namely: (1) content integration, integrating various cultures and groups to illustrate fundamental concepts, generalizations and theories in learning; (2) the knowledge construction process, bringing students to understand the cultural implications in a subject; (3) an equity pedagogy, adapting learning methods to the conditions of students; (4) prejudice

reduction, identifying the racial characteristics of students and determining their learning methods, then training groups to participate in sports, interacting with all staff and students of different ethnic and racial backgrounds in an effort to create a tolerant and inclusive academic culture. (5) empowering school culture and social structure, constructing school structures and culture. The five dimensions should be in the textbook, in this case the Indonesian language textbook. Therefore, it is necessary to do an analysis of Indonesian language textbooks used in the Indonesian language learning process.

In this study, the textbooks analyzed were Interlanguage English textbooks (non-Electronic School Books) for senior high school students. This is based on the reality in schools, there are still many schools that use Interlanguage English textbooks. While the government, through the Center for Bookkeeping of the Ministry of Education and Culture, has published a BSE (Electronic School Book) which can be used by schools to support the learning process.

THEORITICAL REVIEW

Multicultural Education

The frequent friction and contradiction in the name of ethnicity, ethnicity, and even religion that occurred in recent years should provide valuable lessons to every individual about the importance of multicultural education. In the concepts that have been agreed upon, both in law, government regulations, and so on, there is already recognition of the diversity, including ethnicity, ethnicity, culture, language, and even religion. However, in

actual practice on the ground, it has not been able to produce significant results. Conflicts and violence in the name of ethnic, ethnic and even religious groups are still common. This is evidence that the existence of laws and other regulations is not enough to lead people to understand and respect diversity.

From the above description, it is clear that multicultural education has a great responsibility, namely uniting a nation consisting of various cultures and preparing the nation to be ready to face the flow of outside culture in the era of globalization. If these two big responsibilities can be achieved, the possibility of national disunity and the emergence of conflict can be avoided. Regional conflicts often occur because there is no understanding of multicultural society. Therefore, one way that can be applied to prevent or minimize such conflicts is the application and development of multicultural education.

The importance of applying multicultural education, especially in schools, is based on the existence of five considerations about the reality that occur in the field, namely: cultural diversity, the inability to live in harmony, the demand to master / understand other languages, equality in obtaining educational opportunities, and the process of developing self-image which is positive (Cardinas, 1975: 23). Banks (2002: 14) also states that multicultural education is a way of looking at reality and ways of thinking about the diversity of groups, ethnicities, races, and culture. An educational concept that provides fair opportunities to all students regardless of their ethnicity, race, religion, social class, and cultural characteristics.

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In short, multicultural education should cover all aspects of education such as: curriculum, educators, material, methods, and others. All students must obtain the same rights and treatment at school even though they come from different backgrounds. Zamroni (2011: 140) states that multicultural education is a form of educational reform that aims to provide equal opportunities for all students regardless of their background so that all students can improve their abilities optimally in accordance with their interests, interests and talents. In line with the above thought, Hilda Hernandez (in Choirul Mahfud, 2011: 176) reveals that multicultural education is a perspective that recognizes the political, social, and economic realities experienced by each individual in complex and culturally diverse human encounters, and reflect the importance of culture, race, sexuality and gender, ethnicity, religion, social status, economy in the education process. Based on some of the opinions above, it can be concluded that multicultural education is education that is based on equality and justice, upholds human values, togetherness, and recognizes, accepts, respects, and respects the diversity and cultural differences that are owned by each individual.

English Textbooks with Multicultural Education Perspective

As discussed earlier, textbooks are books that contain certain learning materials that are systematically arranged based on predetermined standard rules that are used to support the learning process so that students will be able to easily understand the material presented. In English textbooks, of course, they must also contain material that must be taught and understood by students. In this case is the material and understanding of multicultural education. In order to be able to choose material with a multicultural perspective, schools and teachers must examine in depth and critically about the material and textbooks that will be used in the learning process. This is necessary so that there is no bias about what is the nature of multiculturalism. Choirul Mahfud (2011: 200) states that in Indonesia there is still a need for a long effort in revising textbooks to accommodate more inclusive contributions and participation for citizens from different ethnic, religious, cultural and ethnic backgrounds. In Indonesia also requires learning material that can overcome "historical vengeance" in various regions. It could be that there are textbooks available so far and may even have been used in the learning process to contain various biases related to multiculturalism. In this case, Gollnick & Chinn (Abdullah Aly, 2011: 137) suggests six parts of biases that may exist in textbooks, namely: invisible biases, labeling, selectivity and imbalance, do not refer to reality, the division of isolation , and language.

The existing textbooks generally emphasize discussion on majority cultures and ignore minority cultures. This is what is meant by an invisible bias. Another bias is the labeling of other groups, both positive and negative. This bias is called stereotyping. In addition, the existing textbooks also use the perspective of the majority culture and ignore the perspective of minority cultures. This is

called selectivity bias and imbalance. Other bias contained in textbooks is not referring to reality. It means that the textbooks do not refer to the real data in the field. For this reason, existing textbooks should not raises the six biases in the presentation.

Zamroni (2011: 157) highlights a variety of multicultural competencies that must be provided and possessed by students, including those which must of course be contained in the presentations in Indonesian language textbooks. The multicultural competencies include:
1. The ability of individuals to accept, respect and build cooperation with anyone who has differences from themselves.
2. Each individual is aware of his knowledge and "cultural bias" as a factor influencing cultural differences.
3. Every individual makes efforts to develop knowledge, skills, attitudes and behaviors that enable him to understand and interact efficiently with people who have cultural differences.

Back to the concept of multicultural education, Banks (2010: 23) explains the existence of five dimensions in the implementation of multicultural education, namely: integration content, knowledge construction, equity pedagogy, prejudice reduction, and empowering school culture.

These five dimensions should also be listed in textbooks, including English language textbooks. Thus, it is hoped that the goals multicultural education can be achieved so that students will have positive attitudes and behaviors towards the existence of a multicultural society. Textbooks with a multicultural perspective are certainly expected to be able to shape students' attitudes in respecting other cultures in society, whether local, regional, national, or global society. Thus the attitude of students who do not appreciate the various cultures that exist can be formed while students who already have an attitude that values will be better able to be improved at a better stage.

RESEARCH METHODOLOGY

The form of this research is descriptive qualitative. The data source is a document, namely interlanguage English textbook for senior high school in Maroangin and a book author. Data collection techniques with content analysis techniques, questionnaires, and in-depth interviews. Test the validity of the data in this study using the triangulation of theories and sources. Data analysis with interactive analysis techniques.

RESEARCH RESULTS AND DISCUSSION

Multicultural Education Content in Interlanguage English Textbooks at Senior High School Level.

After an overall analysis of Interlanguage English textbooks for Senior high school students, it turns out this textbook has not fully loaded or integrated multicultural dimensions of education. This is based on the findings that have been obtained in the analysis of the textbooks.

Of the five dimensions which are divided into fourteen subdimensions which are used as guidelines in analyzing, it turns out that from several books only three dimensions are found which are

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divided into six subdimensions of multicultural education. These three dimensions are dimensions of material integration, reduction of prejudice, and strengthening of school structure and culture. The six subdimensions are cultural, literary, social / economic status, justice, democracy, and school culture. Whereas two dimensions (the process of reconstructing knowledge and adjusting learning methods) and eight other subdimensions (language, concept, application, individual, group, religion, ethnicity / race / ethnicity, and social structure) are not found in the five A complete description of the results of the analysis of the subdimensions found in some textbooks is explained in the following explanation.

a. *Cultural sub dimensions (part dimensions of material integration)*

From the textbooks analyzed, cultural subdimensions were found in English textbooks, namely Interlanguage: English for Senior High School Students X by Joko Priyana, Virga Renitasari, Arnys Rahayu Irjayanti. And also readings are read about the culture of the Semarang area (p. 29) about Javanese wedding customs and display a funeral that took place in Tana Toraja (p. 27). textbooks. The emergence of three dimensions and six subdimensions of multicultural education and even then not all of them are in each textbook.

In this book also reads about the culture of the city of Yogyakarta, both in terms of art and food. This is displayed in readings on pages 7 and 36. While in English books for High School Class IX by Emalia Iragiliati on page 155, the mainstay attractions in Tanah Toraja and the

traditions performed during the funeral. However, it needs to be understood that the cultures featured in this textbook still need to be improved because they only display cultures originating from the Java, South Sulawesi regions and have not yet penetrated the cultures of the regions other than the two above. In addition, from the many existing readings, only three readings have raised the multicultural aspect. So, it can be concluded that diverse cultures have not been integrated in some of these textbooks.

b. *Literary dimension (material integration dimensions section)*

The literary dimension is found in the analyzed books, namely: The drama text "Kyai Jegod" p. 81. The text entertains and instructs the readers. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them. The text incorporates patterns of behaviour that are generally highly valued.

c. *Social/economic status dimension (dimension of prejudice reduction section)*

The social / economic status dimension only found on pages 30-32 in the book provides a lesson on the importance of appreciation and respect for various diverse social / economic backgrounds. A person should not be underestimated only because he comes from a family that is less well off or from the lower class economy. Should a person must be assessed and seen from how he behaves

and achievers in this life. In reality, it is not uncommon for a child from a rich family to become a burden on his family. Not infrequently also, a child who comes from a simple family that is poor and destitute, but he is actually able to carve achievements in his life. His achievements and glory in treading life are able to make himself and his family proud and even able to carve gold ink for the fragrance of the name of the nation and country in the eyes of the world.

The finding of social / economic status subdimension is also found on page 124, given an understanding that students are expected to have caring and respect for the existence of others even with different social statuses. In essence, each student apart from being an individual creature is also a social being. So, with different social / economic status, each student is expected to be able to complement, receive, and give one another. Such attitudes should continue to be fostered and developed in every student.

Based on the explanation that has been stated above, it can be concluded that the content of social / economic status subdimension can not be fully raised or integrated in English textbooks (Interlanguage).

d. *The justice dimension (the dimension of prejudice reduction section)*

In the book, the subdimension of justice is found in the exercise questions on pages 65 and 92. From these questions it is known that students are given an understanding and understanding that they are not allowed to compare each other. In essence, every human being is created with their own characteristics. All

that should be used as well as possible, not used to compare differences between each other. Differences that cannot be managed properly can lead to conflict. However, if able to be managed properly, the difference will actually be able to enrich and can make someone become very productive (Ujan, 2011: 16). Humans are not creatures that can live alone. Humans need other people.

Every individual, including students, is expected to always be grateful for whatever has been bestowed upon him. They must try to do and give the best in this life in their own way. Without the need to discriminate against each other. Based on the explanation above, it turns out that the subdimension of justice is only found in two textbooks. Even then, there are only a few items in the number of items out of the hundreds of questions in the textbooks. Therefore, it can be concluded that the subdimension of justice cannot yet be fully integrated into some of these Interlanguage English textbooks.

e. *The democracy dimension (the dimension of prejudice reduction section)*

In this textbook a material is presented about the importance of respecting and respecting differences of opinion in discussions. This can be seen in the material in the second semester basic competencies conveying approval, rebuttal, and rejection of opinions in the discussion accompanied by evidence or reasons on page 35. In the material, students are given an understanding in order to appreciate and respect differences of opinion in the discussion

and provide rebuttal with polite language and polite manner.

Learners are given the understanding that there is no need to interpret that there is something wrong and there is a difference in opinion. It must be understood that in every difference of opinion, there must be an underlying reason. In the process of discussion, it is okay to accept one opinion and may also reject it. However, it must be understood that all that must be done in polite manner. Do not cause things that would be able to divide togetherness and harmony in social life.

It cannot be denied if the democracy that has been going on is deep people's lives still have weaknesses. For example, in the election process. Often this democratic process is labeled a waste of time and budget. However, it should be understood that this democratic process remains a good choice in a society filled with diversity. As Ujan (2011: 45) argues that democracy is still considered the most adequate culture in a multicultural society because it respects freedom and equality. Weaknesses in democracy can actually be avoided as long as democracy is carried out with a common sense, for the common good, and for careful and deep consideration.

Ujan's opinion is reinforced by Andrik (2003: 326) that democracy has also given guidelines for making decisions that are not only concerned with the legality and formality aspects, but that decision-making can touch the sincere support and recognition of the people. Democracy is able to uphold local values, such as aspirations, customs, arts, and ideas that develop in the region.

Based on an analysis of the subdimension of democracy in Interlanguage English textbooks, this subdimension of democracy is only found in one book from
several books analyzed. The discussion of the importance of democracy is also only contained in one material in one KD only. Even though in one textbook there are 37 BC. Therefore, improvements and additions to this democratic material are needed so that students are truly able to have a sense of appreciation and respect, as well as positive behavior towards various differences.
Therefore, it can be concluded that this democracy subdimension has not yet been fully integrated, raised, or applied in several Interlanguage English textbooks.

Quality of Multicultural Education Content in Interlanguage English Textbooks at Senior High School Level.

Based on the results of research on several high school English Interlanguage textbooks, it was found that there are only three multicultural dimensions of the five multicultural dimensions that should exist. Existing dimensions, namely the dimensions of material integration, reducing prejudice, strengthening school culture and social structure. While the dimensions of knowledge construction and dimensions of adjustment of learning methods none appeared in some of these textbooks. In addition, only six of the fourteen subdimensions were found. The six subdimensions raised are cultural, literary, social / economic status, justice, democracy, and school culture. Whereas sub dimension language, concepts, applications, individuals, groups, religions,

ethnicity / race / ethnicity, and none of the social structures that appear in the five textbooks.

The quality of multicultural education content that is raised or integrated in these textbooks is also still lacking. The overall multicultural dimension has not been able to be well covered in the five textbooks. The low quality of multicultural education content is not only in terms of numbers, but also in terms of material, exercises, and assignments given to students. We can take this from the example of material from cultural subdimensions. Cultural materials that appear in these textbooks still tend to be of culture originating from the Java region, especially from the Central Java region. Cultural material from other regions in Indonesia has not been raised except for Tanah Toraja in South Sulawesi.

With the establishment of a multicultural communication, according to Andrik (2003: 45) it can be directed to obtain a level of interrelational, interethnic, interreligious, intergroup, and class understanding in society, so as to create a harmony of life in a peaceful coexistence framework. Based on the explanation above, it can be concluded that the quality of the application of multicultural education materials in the five textbooks is still inadequate. There is still a need for improvement and even changes in each book, both from the material, practice questions and assignments given to students. All multicultural dimensions should be applied in these textbooks. This is so that the multicultural education goals that will be achieved can truly be realized.

CONCLUSIONS AND SUGGESTIONS

Based on the results of research and discussion, the following conclusions are given: (1) The content of multicultural education has not yet been fully integrated, in some of the Interlanguage English textbooks for senior high schools studied. Of the five dimensions of multicultural education only three dimensions have emerged, namely the dimensions of material integration, reduction of prejudice, strengthening of school culture and social structure. While the other two dimensions, namely the dimension of knowledge construction and the dimension of learning method adjustment are not found in the five textbooks; (2) The quality of multicultural education content in the five textbooks is still inadequate. This is because not all multicultural dimensions are integrated and spread evenly to every part of the book's contents, ranging from introduction, material, practice questions, assignments, as well as evaluations given to students. All parties concerned (book authors, teachers, policy makers) should really pay attention everything related to multicultural education. this is so that the goals of multicultural education can be realized.

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The Effect of formative assessment on students' grades in learning English

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ARTICLE INFO

ABSTRACT

*Objective: Assessment is an important for learning and teaching and is an important component for further development if they use the right approach. This research focuses on how formative evaluation can be an important contributor to the encouragement of students to learn English as a kind of favorable evaluation. **Method:** This study explores the results of formative assessments through questionnaires for 24 students and 5 for teachers, in the SMA 1 Alla-Enrekang, where English is taught as a foreign language. **Result:** It is assumed that formative assessment has a major influence on what students learn and how the teacher validates. **Discussion:** Formative assessment can help teachers anticipate initial concerns for student disparity in the development of learning. Therefore, this assessment method cannot accurately assess the frequency of student acquisition, because it varies from one teacher to another and subjects with other subjects.*

INTRODUCTION

The most annoying aspect of a teacher in teaching is dealing with unmotivated students. Most teachers prefer to have a group of students who struggle, rather than a group of students who are strong but unmotivated. Unmotivated students are situations where a person is reluctant to learn actively in the learning process (Purnama et al., 2020), reluctance to understand and analyze subject matter, reluctance to read material and unwillingness to find solutions to subject matter (Sukmawati & Karmila, 2016). The problem is, this reluctance can arise due to concepts or considerations of unwanted learning or lack of initiative in learning activities. Meador (2019) states that lazy students can be interpreted as students who have the intellectual ability to excel but never realize their potential because they choose not to do the work needed to maximize their abilities.

Rapid development in the era of globalization requires a communicative

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approach that must be implemented as a language teaching method. Teachers must be trained to position English teaching in communicative speech, provide students with space and help them use English, especially in communications in real life.

English is a high-status language in Indonesia, because in high schools, all schools and all majors in colleges and universities in Indonesia it is a core subject. In addition, English language proficiency is defined as more requirements for work and higher education (Johnson & Irujo, 2001; Pasassung, 2003; Swart, de Graaff, Onstenk, & Knezic, 2018).

Learning English in schools is currently teacher-centered, grammatically oriented and dependent on textbooks or school curricula. Methods of dialogue, reading, structure, and memorization are methods that are very often and favored by English teachers at school (Cahyo, Rijalul, Muslim, Rahman, & Pratolo, 2019). However, this method is not effective because it is not supported by a language laboratory so students are not familiar with native speakers spoken.

Based on anecdotal evidence, teachers at SMAN 1 Alla-Enrekang several students who always fail to complete and collect assignments, especially English subject. The average value of students (68.7%) did not meet the expectations of the KKM score of 7.5 and only had average language skills. He participates in class discussions and group work on other subjects, but almost never finishes assignments in English subjects. The teacher has tried various variations of learning activities and even met his parents several times and tried to take action to solve the problem. However, it proved ineffective in changing its character. In addition, students work at a much slower speed than their peers.

Evaluating parenting (Ismail, Busa, & Tini, 2018) also is the most important thing for a teacher before labeling it as a lazy student. It is also important that they never open their labels to the public. This can have a negative impact that will affect the psychological throughout life. Teachers must always encourage their students and teach the skills needed to overcome their obstacles and maximize their potential (Meador, 2019).

It is used to adapt and change the applicable teaching and learning strategies when the information obtained from this is useful and building (Black, Harrison, Lee, Marshall, & Wiliam, 2003). Several previous studies have found techniques in designing learning and assessment. As the findings of (Pellegrino, 2001) that this appraisal has an important role to play in providing information for students, teachers, administrators and policy makers in decision-making, in particular school principals. Likewise, historically according to (Loyd & Koenig, 2008), assessment may have more influence on student behavior and performance than on teaching. Assessment is still the most important factor for formal education and can hinder positive aspects of the curriculum and the learning process if this is not properly handled. (Johnson & Irujo, 2001; Loyd & Koenig, 2008).

Using assessment as an English learning tool is very important. The National Research Council (NRC, 2001) states that assessment and learning are two sides of the same coin when students make decisions that they need to learn from this assessment (Radford, 2014). Thus, English teachers should not see assessment as mere assessment (Black et al., 2003), but as an aid to stimulate and involve students in the learning process (Hidi & Harackiewicz, 2000). This stimulation can occur when

students get acquainted with their previous mistakes (Gibbs & Simpson, 2005) and are guided to avoid these mistakes in their learning in the future.

In order to understand the idea of formative evaluation, it is important to examine this general evaluation further. Assessment is characterized as the process by which information on students in response to education tasks is collected, interpreted and documented. (Lambert & Lines, 2013). Formative assessment is one of several factors that contribute as an instrument that is useful in improving student learning (Pla-Campas, Arumí-Prat, Senye-Mir, & Ramírez, (2016); Frunza (2014). First, students are open to their shortcomings and problems and speak to their teachers and colleagues (Black et al., 2003). Second, they can be motivated to learn to better understand and appreciate their skills (Knight, 2001). Third, formative assessment promotes a competitive learning environment and develops student attitudes to learning, as its primary aim is to enable students to understand their level of learning. (Hatziapostolou & Paraskakis, 2010).

Formative assessment in English as a foreign language has several important objectives. Ainsworth (2006) puts forward the following objectives for formative assessment: 1. to inspire students to participate more in learning. 2. To help students develop a positive attitude to the subject. 3. Assess the quality of the learning method 5. Identify whether students have mastered certain concepts or skills according to standards.

In general, in foreign language learning, student motivation has two main functions: instrumental (extrinsic) and integrated (intrinsic). Instrumental motivation often is motivated by external movements such as job creation or social recognition, while integrated motivation is focused on the desire of students to learn a certain subject. In SMA Negeri 1 Alla, students learn English for instrumental purposes, more precisely; schools can adversely affect the performance and abilities of their languages Therefore, adopting formative assessments can contribute to solving this problem. Saragih & Utami (2020) found that informal assessment contributes to an intrinsic motivation that in turn encourages and helps students to participate more in learning.

The main objective of this study was to investigate the perceptions of teachers and students about the types of assessments applied in teaching English to students. It is estimated that there are different opinions among participants and discrepancies between what is considered helpful and what is used in the practice of assessment and feedback in learning English. Hence, Therefore, these variables are stated in two specific questions: (1) what are the students view of formative assessment technique? (2) what are the teacher perceptions toward feedback content of formative assessment be seen as constructive tools in teaching English?

2. METHODOLOGY

2.1. Sample (survey)

The overall objective of this analysis is to describe the educational method of students and teachers to learn English constructively. The survey questionnaire attempts to collect some facts and views from the practical point of view of the respondents with respect to the notion of formative evaluation. The researchers decided to focus their studies on learning English. The student survey was conducted in the XI grade of Mathematics and Natural

Sciences (Mathematics and Science). Students who responded to the survey (figure 1) recorded 125 respondents anonymously.

Figure 1. Pre-evaluation of acquisition of learning English
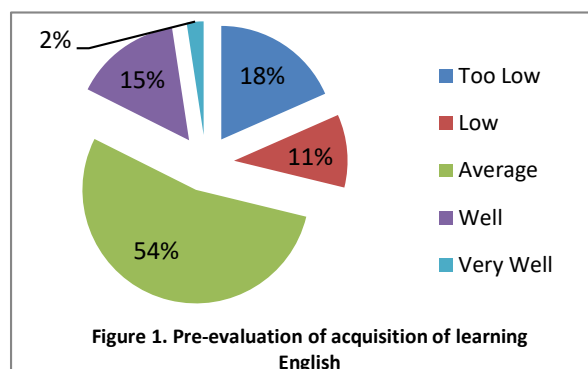
Data analysis shows that 54% of grade XI (MIPA) students in the Alla-Enrekang SMAN 1 surveyed (pre-evaluation) correspond to an average level that reflects the absence of effective formative assessment and is used as a concept for the acquisition of learning English as a language good stranger. While 17% have gained a little basic knowledge of the concepts taught. In addition, it was found that around 29% of students did not get the basic elements in their learning situation.

For all students to be allowed to succeed, students must believe that they are in control of their success and if they work hard, they can achieve success. For this reason researchers use formative assessment practices by sorting out students who do not obtain basic concepts in learning English. Based on the survey results there were 38 (29%) students (as samples) who needed serious attention in English lessons. Students will be treated by providing a classroom environment where students want to be successful. They will be involved in assessing, tracking and setting goals for their learning. Formative assessment is used to record students' achievement and lack of motivation in

learning English. In addition, there were 5 teachers (as samples) who brought English subjects involved in this study.

2.2. Procedure

Our expectation as researchers can empower students and increase their motivation in learning English through the use of formative assessment components. To achieve the project objectives, the following key elements and learning processes in this study were required: (1) Provide English language learning in accordance with the students' language standards; (2) provide an assessment to check student progress (Fig. 1); (3) ask students to keep a portfolio of progress in English lessons; (4) provide feedback on student performance and teaching adaptation to meet their needs; and (5) Provide intervention time at all times to re-teach skills to students who have not met the standards.

To assess the effects of the intervention, researchers used the pre-post test to test students' understanding of their skills in learning English. Similarly, to see the effectiveness of using formative assessment, researchers use pre and post surveys. This survey will determine attitudes about the progress of students' abilities in learning English. In addition, researchers will enter student data folders as a tool for students to monitor progress and set goals.

A *Planning table* was the tool used to record the formative assessment activities that were implemented in each subject, and to list each activity according to its impact on the learning-to-learn, communication, digital and specific skills that the research was designed to study (Fig. 1 and Appendix).

Innovative Formative Assessment Activities

Name: _____	Researcher: _____
Date: 2/20/2018	Class: _____

Description

Every educator wants to improve the teaching and learning of their students, but it is challenging when teaching class. This is when formative assessment comes into play. You can use this evaluation to gather information about students' needs, progress, and understanding, telling you how to teach skills or topics when doing so. But to be effective and efficient, formative assessment must be aligned with the content you cover and your student's learning style. For example, if your students do not hesitate to ask questions and share opinions, judgments rooted in open discussion may be appropriate. To easily find the appropriate formative assessment ideas, below are 10 examples.

Criteria	Description of assessment	Excellent	Good	Fair	Need Improvement
Daily Oral Language	Students learn the meanings of most words indirectly, through everyday experiences with oral and written language.				
Daily Vocabulary	Give direct instruction to students learning difficult words, such as words that represent complex concepts that are part or not of students' daily experiences.				
Partner Quiz	Pair students and ask them an open question. Once the couple have answered this question, every student will work out a question related to the same principle independently. Find responses to complete the practice.				
Three Summaries	Check the new topic by asking students to write three summaries of it. The first one should be between 10 and 15 terms. Then there are 30 to 50 words. The third word is between 75 and 100.				
Self-Evaluation	Make students investigate their own behaviors. Once an assessment has been completed, each student has a comprehensive section that outlines his or her expectations. They will rate and ultimately send their work and their rubric to you.				
Classroom Polls	Polls let students give responses quickly and accurately. A silent poll is perfect for those "shy" students who have trouble speaking up. These are also a quick way to check understanding using mobile technology (Poll Everywhere or Google Form).				
Illustration	Evaluate the ability of students to learn or hear by drawing material from a passage in story. If you have an example in your speech, you will later show it to students. You can see how small they are.				
Countdown	Students are required to respond to three separate statements: 3 things you did not know before; 2 things that surprise you about this topic; One thing you want to do with what you have learned.				
One-Minute Papers	Make sure the students write a one-minute paper contribute to your final day reflection. The papers must address a brief -- but important - question about the lesson, allowing you to easily assess understanding.				

Figure 2: *Implemented formative assessment strategies*

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2.3. Data Analysis

Data is processed and analyzed in-depth and thoroughly after the data is collected. Data analysis techniques obtained through observation, interviews or interview respondents in the form of opinions, theories, and ideas. This study includes education studies. While the type of research is normative, all data and information obtained from field research will be analyzed qualitatively.

3. RESULT AND DISCUSSION

The findings and discussion are classified into three sections; the first concerns the English grades of students; the second relates to student strategies; and the third relates to assessment of the creation of knowledge during the learning process by students on formative evaluation techniques.

3.1. Representation and analysis of pre-evaluation results

This research investigates how students who are less interested in English language teaching are equipped with strategies. In this analysis, students who were lazy to learn English during their teaching and learning phases were given an actions from the researchers.

Fig. 3. Students pre-test results for the use of formative assessment activities
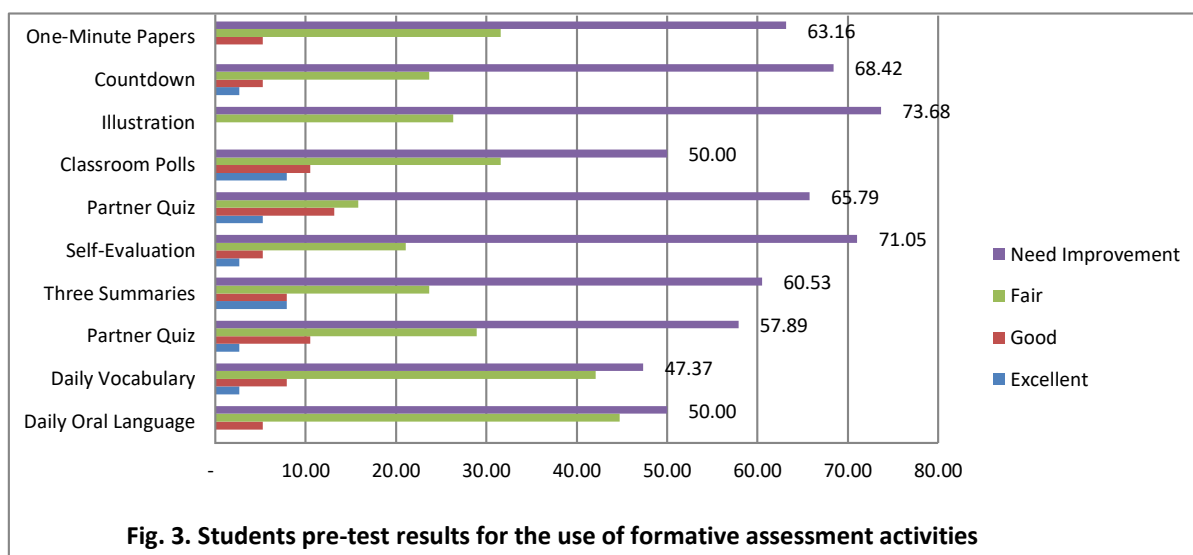
With regard to students' pre-evaluation of language knowledge during the teaching process, of the 38 participants who were made into focus groups, almost all students needed improvement from the 10 categories formulated. The level of language awareness felt by students today reflects the absence of formative assessment used as the concept of acquiring English learning. Most participants recognized the importance of awareness of practical language knowledge, but only a few were aware of its effects during the learning process. Of this group of 38 participants, almost 90% showed forms of ignorance about the practical knowledge of their language, and 10% showed forms of awareness on several levels (categories).

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3.2. *Representation and analysis of improved formative post-evaluation results*

After a few weeks (+12 weeks), we have prepared a final evaluation for the same sample that depends on the concept that we have corrected at each meeting. After correcting the participant's original copy, we collect the results listed in Figure 4:

Fig. 4. Students post-evaluation results for the use of formative assessment
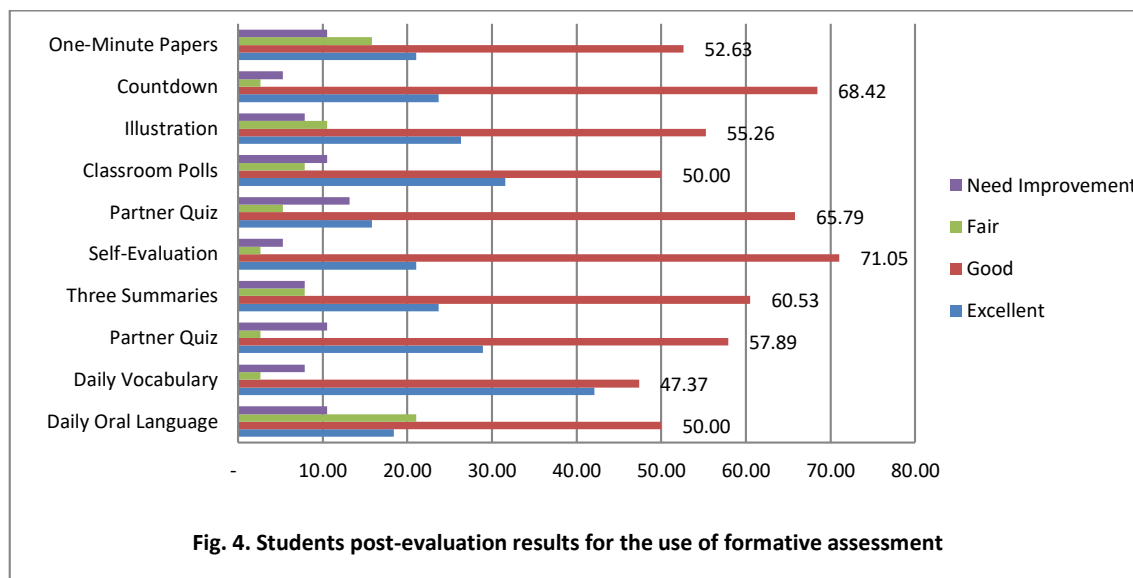
Analysis of the data in Figure 4 shows that student presentations that have exceeded a good average of 83.16% compared to our expectations. Therefore the influence of each formative assessment technique produces results. The percentage of students who have not exceeded the average is 16.84% (low category). Thus, the lack of formative assessment that occurs during learning is responsible for the lack of student motivation because formative assessment can improve certain learning controls by identifying deficiencies. Students mainly state that self-assessment techniques make them more demanding about their learning.

One consideration that arises from this result is peer assessment is a technique that encourages students to become more aware of their learning process. This may be due to the fact that students must know which aspects will be evaluated before they can assess an assignment. In turn, this can make the task more demanding. Self-assessment can encourage students to become more aware (Pla-Campas et al., 2016), but that can also lead to lower demands, because students may tend to justify their own work.

> I'm really interested in the development of students. I have become more conscious of the additional possibility that teachers will learn from this experience in recent years. [Teacher 2].

This shows that formative assessment can increase independence, awareness and motivation in learning, but not only depend on formative assessment strategies. The main advantages of this feedback are the participation of students in open discussions in the classroom while improving teamwork and communication

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skills. (Puspawati, 2018). When students have trouble writing academics in certain language aspects, they can learn from the members of the group and also get guidance from their teachers. Because individual requirements of students are often met through informal discussion, public feedback appears to be the best way of providing feedback. In addition to a pleasant and feedback climate (Senye-Mir, Arumí-Prat, Pla-Campas, & Ramírez, 2016) the atmosphere is usually characterized by a' lack of formalism.'

An important role that can be played by a formative assessment to increase the motivation for learning English as a foreign language is that a formative assessment is not just a reflection of what has been or has not been achieved in some of the exams. Its role, however, includes other variables such as teaching and learning, the behavior of students, language skills, and future learning.

> "When a learner can use English, especially in speech, he feels and sees for himself that he can use that language ... while formally, that feeling may not fit the learner!"[Teacher 5].

> "Formative assessment methods will enhance students' ability to practice language freely as it provides an open opportunity to improve their language without hesitation, fear or anxiety" [Teacher 3].

There is no denying that formative assessment is a complicated process that takes additional teachers time and effort. In other words, it takes time and can annoy the teacher. In an interview, 4 teachers identified the two major problems in incorporating this kind of input in their learning background. This was done by two of them. These worries usually become a

real hindrance in the big class, as an instructor demonstrates in the report.

However, two students also underline, unexpectedly, that formative assessments may add to the teachers ' burden, especially informal and formative feedback. Teachers, however, can provide formative feedback without spending much time. Perhaps the most built-in and time-saving strategy is to encourage students to participate in peer reviews and focus on themselves. This practice will enhance critical skills for students because in less formal situations they share their views openly with their peers. Teachers ' input can support and direct students through accelerated progress. In other words, they should bear in mind feedback from colleagues.

The broad teacher's role is how to carry out his tasks and work to reduce the student's error rate in learning and make learning more efficient (Sadler, 1998). Therefore, teachers must understand the individual needs of students, especially to lazy students and develop a portfolio to achieve that goal (Black et al., 2003).

In addition, a special approach in various aspects should also be considered for a teacher in helping students face lazy English learning so that the desired goals can be achieved. With this particular approach, it is expected that lazy students feel more cared for, given the immediate attention of an English teacher. By looking at the documentation of the specific approach used by English teachers at SMA 1 Alla in the Mathematics and Science department, teachers generally use this approach in dealing with student problems, especially students who are lazy to take math lessons.

Through an appropriate special approach, it helps to achieve the learning objectives. Associated with students who

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are lazy to follow the lessons in SMA Negeri 1 Alla give special attention to students who are lazy to follow the English lesson, so what is expected to be achieved? Teacher strategy with a special approach: (1) Provide advice to these students to follow the English lesson; (2) Provide specific instruction or guidance that can motivate students to attend English lessons; (3) (5) Assess the efficacy of instructional strategies; (6) offer input to learners on their skills, which is what they do and what they can do; (9) determine whether or not students understand those concepts or competencies within the curriculum.

4. CONCLUSION

Formative assessment experiments to boost the motivation of students, in particular students who are lazy with English, have advantages in terms of variety, appropriateness, and efficiency of the learning process. Because formative assessment is only carried out once or twice, it can not offer helpful information for study teachers who are hard to meet or experience problems.

Through survey data of students who were reluctant to learn English and informal class discussions, researchers observe students' increased awareness of their English learning goals after treatment. Information gleaned from portfolios and class discussions is then used to help students understand their strengths and weaknesses and develop a plan to address their weaknesses.

Students prefer structured tests because they lack language skills required for such assessments and, as they are only evaluated in the form of writing or reading, they are familiar with these kinds of assessments beforehand. In addition, formal formative assessment becomes a

national exam for students. This sometimes makes students unproductive which causes students to be lazy, uninspired, to find solutions to learning problems. Although the average teacher prefers formal formative assessments, feedback can be used to reinforce good teaching and preparation. When formative practices can be constructively treated, the willingness and encouragement of students to learn English more effectively will be improved. Furthermore, direct changes in the feedback process of formative feedback can expose the effects of applied teaching methods and adjust them to solve student problems in learning English, particularly lazy or less efficient learners.

However, formal formative assessment is not directly applied by teachers in schools because most of them still focus on school and government policies regarding student assessment methods. Ironically, most in-school English teachers want to mix summative and formative assessments. This mixture will lead to understanding that when used correctly it greatly affects the comprehension and encouragement of students and can serve as a focal point of communication between students and teachers and between students themselves.

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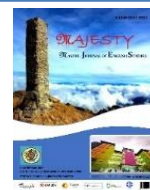
International Community Service Program Model for Teacher Prospective Students at Universitas Muhammadiyah Enrekang

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ABSTRACT

The research aimed to describe the implementation of the International Community Service Program which has been done at STKIP Muhammadiyah Enrekang. Specifically the research seeked to uncover: (1) The implementation of International Community Service Program which has been carried out so far; (2) The effectiveness of implementation International Community Service Program was seen from the responses of the stake holders and participants; and, (3) International Community Service Program model formulation for prospective teachers in STKIP Muhammadiyah Enrekang. For achieving these objectives, exploratory studies were carried out with an approach descriptive qualitative. The research involved STKIP Muhammadiyah Enrekang where stakeholders were the main respondents. Information in the field was explored using interview, analysis techniques documents, and questionnaire distribution. After the data was collected and processed. The research concludes as follows: (1) International Community Service Program is a program which important, therefore; even really needs to be done; and (2) International Community Service Program for prospective teachers in STKIP Muhammadiyah Enrekang based on the needs analysis in the field has unique characteristics of aspects: (a) duration of implementation: (b) destination country; (c) the amount of the fee needed; (d) the frequency of monitoring needed; (e) participants who involved; (f) parties involved, (f) activity management team, and (g) material required activities. Research recommends things following: (1) analyzing field requirements before the International Community Service Program implemented, (2) doing careful preparation, (c) doing reflection at each stage of implementation.

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INTRODUCTION

The implementation of the Community Service Program is designed to prepare students to reach three main targets as expressed by Perdana, Holilulloh, and Nurmalisa (2013). First, Community Service Program is expected to be a learning tool for students (Community Service Program participants) to apply various theories they obtain during their studies, according to their respective scientific disciplines. Second, Community Service Program can provide positive values in order to improve the quality of people's lives. Third, Community Service Program is a media to build partnerships between the relevant tertiary institutions and the community, including as an effort to build an image and can be used as a promotional site for the relevant tertiary institution. Even in this case, the government established Government Regulation Number 19 of 2005 concerning National Education Standards specifically related to CHAPTER V Article 26 Paragraph 4, which essentially contains the formulation of competency standards for university graduates. This legal effort aims to: "prepare students to become members of a society of noble character, possessing knowledge, skills and independence, as well as attitudes to apply science, technology, and art for humanitarian purposes (Astute et at., 2013: 4).

The Community Service Program, including the International Community Service Program, has been institutionalized in higher education institutions. A number of studies have been carried out to uncover its effects. For example, Hanks & Grayman (2009) who examined the impact of International Community Service on the perception of personality changes. Then,

Niehaus & Crain (2013) who examined the impact of the International Community Service on one's view of the world. Likewise, Pless, Maak, and Stahl (2011) who examined the impact of the International Community Service Program on leadership competence. Furthermore, research has also led to efforts to develop a conceptual model of the International Community Service Program, as conducted by Kiely (2005) and Pechak, and Thompson (2009). However, none of the researchers discussed the International Community Service Program at the STKIP Muhammadiyah Enrekang.

The type of community service program then developed into an International (Integrated) Community Service Program. This International Integrated Community Service Program is an implementation of Community Service Program in combination with internship program in the destination country (Ismail, Hasan, & Musdalifah, 2019). Just as is being done by STKIP Muhammadiyah Enrekang. The Integration of International Community Service Program - Internship Program is held by STKIP Muhammadiyah Enrekang once in a year, which began in 2018 until now. The implementation is in Thailand, precisely in the Pattani, Narathiwat, Songkla, Yala and Phuket regions. Integrated International Community Service Program- Internship Program is a lecture and field work activity which is an integration of education and teaching, research and community service by students in a pragmatic manner, with a broad dimension through an interdisciplinary, comprehensive and cross-sectoral approach. The integration of International Community Service Program - Internship Program activities is in the form

of integration of management and time aspects (Astuti, 2012). The aim of community service program-internship program is to develop student competencies as professional teacher candidates, giving students experience in the field learning and managerial in schools / madrassas in order to train and develop teacher competencies and expertise according to their fields, as well as improve students' ability to apply knowledge and skills that have been mastered into real life at school or outside the school in accordance with scientific background.

The stages of implementation of the International Community Service Program can be clearly described in the table below.

Table 1. The stages of implementation of the International Community Service Program

Burn (1998)	Berastagi, Alonso, & Roman (2016)	M. Pechak & Thompson (2009)	Baker - Boosamra (2006)
Preparation	Diagnosis	Development	Preparation
Accomplishment	Gathering information	Design	Action
Final assessment	Design	Implementation	Reflection
	Implementation	Evaluation	Reioprocity
		Enhancement	

In carrying out activities there are always challenges and obstacles, especially with the International Community Service Program which is implemented in foreign countries with different cultural, demographic, and sociological contexts. As with internships and other social service activities, International Community Service Program has many challenges. Even the challenges are greater than domestic Community Service Program. Sandy & Holland (2006) said there are five challenges for implementing International Community Service Program: (1) the lack of information or resources for integrating service-learning with existing courses; (2) arrange new courses; (3) rejection of services provided, (4) logistical difficulties for placement in the community; (5) lack of time for communication, collaboration and planning, and (6) limited funds for programming. Tryon (2008) formulated 5 challenges in the implementation of the International Service Learning (ISL) (including International Community Service Program) for the implementation team. (1) staff time; (2) the ability of staff to conduct training and supervision; (3) incompatibility with direct services to parties served; 4) project time and management, (5) and academic calendar issues. Furthermore, George & Shams (2007) one major challenge in the implementation of the International Community Service Program, namely: the criteria for successful implementation of activities. By using a customer satisfaction measure as the basis for successful implementation, it is recommended that the assessment include various aspects such as: technical success, sustainability of project activities, and wider impact.

1. Methods

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This research was designed with the "Research and Development" approach. One of the characteristics of this research design is the existence of a standardized product or model to use. The main objective of this research was to find or create an International Community Service

Program model development product for prospective teacher students in the STKIP Muhammadiyah Enrekang environment that is needed by users and stakeholders.

The research step follows the modified research and development stages of Borg & Gall (1976: 626). In general, these steps are described in the table below.

Table 2. The research step follows the modified research and development stages of Borg & Gall

Exploratory Study	At this exploratory stage, researchers looked for International Community Service Learning models which were found in several universities that have already carried out International Community Service Program to ASEAN countries. Empirical (practical) model discovery in the field provided information regarding: (a) the conditions of the implementation of the International Community Service Program implemented in several universities; (b) education and training system in tertiary institutions; (c) curriculum, (d) development needs, (e) potential, and (f) problems encountered.
Verification Model	(1) Conduct conceptual validation of experts, (2) Conduct validity of models to practitioners, (3) Conduct limited trials, regarding the applicability of representative models to be implemented, (4) Perform predictive and systemic analysis of results limited trials, (5) conducting triangulation.
Implementation Model	In applying this model both the policy makers / leaders, supervisors and experts in the field of International Community Service Program join as a team to implement a model that has been considered valid. The activities carried out refer to the focus of model development, including; analysis and preparation of an international service program model framework, management of developing international service program models and strategies, methods of implementation, and evaluation patterns and development of international service program models.
Evaluation and development	Evaluation is a process of making judgments about the value or benefits of programs, processes and results. While the development is directed to collect, process and present data / information as material in returning decisions regarding a program. Decisions made may include termination of programs, program improvements, program continuation, program expansion and / or program development. The importance of the development drawn from the results of the assessment is based on the principle of life long education where the program does not constitute a single action or once completed activity.

Research subjects at the exploration stage were stakeholders in STKIP

Muhammadiyah Enrekang who had and are still carrying out International Community

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Service Program. While the data collection techniques, which will be obtained from the STKIP Muhammadiyah Enrekang which implement the International Community Service Program, in this research and development are; (a) participatory observation, (b) interview, (c) questionnaire, and (d) documentation study.

RESULT AND DISCUSSION

3.1. *International Community Service Program for Prospective Teachers at STKIP Muhammadiyah Enrekang.*

According to data obtained through questionnaires and interviews, International Community Service Program implementation by STKIP Muhammadiyah Enrekang in this study are divided into three major steps that are interrelated with each other, including steps before implementation, steps during implementation, and steps after implementation. Each step is enriched by various relevant activities for the realization of the International Community Service Program. The following are the steps for implementing an international service learning program based on interviews with stakeholders.

3.1.1. Pre-Implementation of the International Community Service Program

In the process of gathering information related to activities that are conducted by STKIP Muhammadiyah Enrekang before conducting the International Community Service Program, Questionnaire and Transcript of interviews marked or thematically coded according to the

categories that have been prepared, including the Pre, Whilst, and Post categories. Based on the categorization of data contained in the Interview Questionnaire and Transcript, several activities were collected which were included in the Pre-Implementation of the International Community Service Program: a) Correspondence; b) Survey or Preliminary Study; c) Signing of the MoU; d) Recruitment of International Community Service Program Participants; e) International Community Service Program Participant Selection Tests; f) Passport Issuance; g) Debriefing; h) Determination of Field Supervisor Lecturers; and i) Delivery to the Destination Country.

3.1.2. Implementation of International Community Service Program

The implementation of the International Community Service Program begins with the handover of the Community Service Program participants from the university to the schools in the destination country. The implementation continued with the application of several activity cycles which altogether adopted participatory action research (PAR).

3.1.2.1. Handover of International KKN Participants

The handover is a continuation of the International Community Service Program participants' departure to Thailand. After arriving at their destination, the International Community Service Program participants, field supervisors, and chairperson of STKIP Muhammadiyah Enrekang or International Affairs Office prepare to attend the handover at the predetermined place and time.

One thing is the same in the procession of the handover of International Community Service Program namely the involvement of the most important people from the surrender (university) and the recipient (destination country). From parties universities, Chancellors or officials assigned to submit International Community Service Program participants received by the respected ones from the Pattani Region Islamic Religion Council, Alumni Association to the Director of the First and Middle Educational Institutions, the Indonesian Consulate in Songkhla, and the Muslim School Association in Southern Thailand. In fact, when the handover procession, the recipient, namely all levels of government from the Regent to a public figure, welcomed the arrival of the university to implement the International Community Service Program in their country.

This handover procession takes place every year for the university parties to continue send ing participants in the International Community Service Program. The excitement of the handover at the beginning is as lively as the release of the International Community Service participants at the end of the event. This is recognized by the stakeholders and all participants of the International Community Service Program.

The Community Service Program in Thailand is carried out by STKIP Muhammadiyah Enrekang for a long period of time, which is approximately 5 months. During this time, there are several stages that have to be passed by International Community Service Program participants, which are then packaged through the following activity cycles.

Cycle 1

The first stage in the implementation of the International Community Service Program after its existence. The participants are officially welcomed by the destination country, namely to make friendship to the teacher's room, staff and class (field). The purpose of this friendship is, as expressed by the respondent participants as follows: 1. Establishing a good sense of family with the teachers, staff, students and of course the school director. 2. Seeing the class situation to be taught. 3. Getting classes and class schedules and the number of hours to be taught in a week.

Cycle 2

This cycle is a cycle where international participants are required to teach in class according to their respective study programs. Each participant must teach according to the schedule given. The participants also performed various activities such as providing Qur'an writing and reading training before entering class or after the evening prayer. Participate in school scout activities both within the school environment and outside the school. Sometimes the scouting activity is attended by several schools around the area. In addition, participants, especially men, will give sermons on Friday.

3.1.3. *Post-Implementation of International Community Service Program*

The activity carried out by the respondents involved in this research when the International Community Service Program is carried out is to make a report. Who needs to make a report? All field supervisors and students participating in

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the International Community Service Program. The main task of the field assistant lecturer is to accompany the activities of students during a visit. Field assistant lecturers generally make 2 visits, namely at the beginning when the handover of students participating in the International Community Service Program, and at the end when returning from Thailand. Thus, for each visit, the field assistant lecturer is required to make a report on the results of the field assistance every time he visits by filling out the form provided by research and community service institutions.

The contents of the first visit report are generally related to location International Community Service Program, student admission director, school circumstances, programs that will be run by students, and at the same time discuss work plans to identify problems and potentials at the International Community Service Program. While the contents of the last week's visit report are reporting on activities that have been carried out by International Community Service Program participants, testimonies of school directors, teachers, staff and students on International Community Service Program activities, releasing Community Service Program participants from directors and schools, and reporting input suggestions and criticisms from schools .

While the reports that must be made by students participating in the International Community Service Program on the implementation of their performance include weekly reports, final reports, and presentation reports. For monitoring International Community Service in Thailand, each group is required to make weekly reports (first, second week

and so on). Weekly reports take the form of quoting the term used by White (2001) which is 'field notes', the results of program planning and implementation International Community Service and other working papers. This final International Community Service Program report is prepared by each participant at their school. This final report consists of three forms, namely an academic report, an executive summary report, and a documentary film or Photo Flash.

CONCLUSION

The study raised three main issues as formulated in the objectives of this study: (1) describing the International Community Service Program carried out so far; (2) illustrates the effectiveness of the implementation of the International Community Service Program in terms of stakeholder and user responses; and, (3) formulation of the International Community Service Program model for prospective teachers at STKIP Muhammadiyah Enrekang. The following conclusions are presented after the data has been processed and analyzed.

First, the International Community Service Program held so far in Southeast Asia countries is the main destination country, namely Thailand, specifically three southern Thai provinces, such as Pattani, Narawita and Yala. The main consideration in choosing the three provinces is because of the closeness of culture, religion, and the existence of Islamic schools in the country to become facilitators in the program. Secondly, the International Community Service Program is an important program, by therefore; it really needs to be done. Indicators that this program needs to be

seen include: (a) Trying various ways for this program to continue. (b) Making cooperation documents (MoU), and (c) Official budgeting for International Internship Activities. Considering this fact, it is seen to formulate an effective international internship model for prospective teacher students at STKIP Muhammadiyah Enrekang. Third, the International Community Service Program model for prospective teachers in STKIP Muhammadiyah Enrekang which based on field needs analysis has unique characteristics: (a) lasts 1-5 months, (b) ASEAN countries as the main destination countries; (2) the amount of the cost of 6-7 million which is partly subsidized by the organizer of the university, (c) the frequency of monitoring once during the activity, excluding closure and opening, (d) participants who vary from various majors / study programs, with priority on prospective teacher students, (e) involvement of various parties, (f) adequate preparations managed by special teams, and (g) material activities that empower and get a monthly salary during the program. The study recommends that International Community Service Program be better managed by doing the following things: (a) analyzing the field needs to formulate clear goals / targets, (b) doing careful preparation, (c) conducting evaluations or reflections during pre-activity, main activities, and post-Community Service Program activities.

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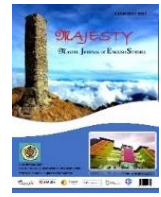
The Effectiveness of Material Based Stories in Improving Students Reading Comprehension

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ARTICLE INFO

ABSTRACT

This research was intended to explain the students reading comprehension through material based stories at the eighth grade of SMP Negeri 1 Maiwa Kabupaten Enrekang in the 2018/2019 academic year. This research used a quasi-experimental method class. It had conducted into two groups namely the experimental group and control group. The Sample in this research were 44 students. The researcher took real data from class to know the students reading comprehension. The instrument of this research was pre-test-posttest with multiple choice, T/F and read test. From these findings, there was a significant effect on the students reading comprehension through material based stories. The data was analyzed by using a t-test and the result showed that the t-test value 4.629 was higher than the t-table value 2.021. It meant that there was a significant difference between students' reading achievement before and after the treatment through the stories. It concluded that material based stories can be used in improving the reading comprehension of the students.

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INTRODUCTION

Reading comprehension is a technique for improving students' success in extracting useful knowledge from text. As defined by the partnership for reading, reading comprehension is understanding a text that is read or the process of constructing meaning from a text.

Comprehension is a construction process because it involves all of the elements of the reading process working together as a text is read to concrete a presentation of the text in the reader's mind.

Skilled readers tend to be performing word recognition activities quickly and conveniently to help them understand text (Ismail, 2019). In both English and the first

language learning contexts this definition is now widely accepted. (e.g., Adams, 1994; Just and Carpenter, 1987; Rayner and Pollatsek, 1989; LaBerge and Samuels, 1974; Samuels, 1994; Perfetti, 1985; Stanovich, 1991, 1992), and English as the second language learning contexts (e.g., Anderson, 1999; Day and Bamford, 1998; Eskey, 1988; Grabe, 1991). Nonetheless, it is possibly not the only reason for good understanding to be involved in recognition of terms (Ismail, Samad, & Masnur, 2019). Background knowledge and skills in interpretation, such as prediction generation and inferences also affect the output of readers ' understanding (e.g., Anderson and Pearson, 1984; Carrell and Eisterhold, 1983). Nonetheless, creating automaticity in word recognition is important for first language or second language readers because "the fact that words are inadequate is highly unlikely to provide an excellent understanding" (Stanovich, 1992: 4). Effective readers must be in a position to decipher words in a text by means of "a kind of self-identification without deliberate cognitive effort." (Eskey, 1988: 94). These comments are particularly relevant to the second language reading teachers: reading in a foreign or second language is usually a slow, laborious process (Anderson, 1999; Jensen, 1986; Segalowitz, Poulsen, and Komoda, 1991).

METHOD

In this research, the researcher would apply the queasy experimental design. Students would be divided into two parts namely the experimental group and control group. (L.R.Gay:2006). Both classes were giving pre-test and post-test to measure students' reading comprehension. The experimental group would be given treatment by using stories text whether the control group only uses the conventional methods as the comparing with the experimenting, by this consideration, the researcher would saw the difference of achievement between experiment and control group. The researcher would use the cluster sampling technique which takes the two classes are VIII 1 and VIII, 3 students, as a sample. The total sample of this research describes as follow as 22 students as experimental group and 22 students as a control group.

The researcher would use the test as a method for data collection, they are pre-test and post-test. The test is having the students' stories text according to the themes they are giving. The pretest aims at finding out the prior reading comprehension of the students, while the post-test aims at finding out the students' reading comprehension after treatment are giving stories. This test was used to measure students' reading comprehension. Data analysis method using a Windows test version inferential analysis in the SPSS 21.0 software.

FINDINGS AND DISCUSSION

This section deals with the presentation of students 'achievement in reading scoring classification of the students' pre-test and post-test.

1. Scoring of student pre-test classification

The researcher evaluated the students ' scores as the Experimental Group and the students as the Control Group after a study. Table 4.1 revealed the average for the scoring group.

Table. 4.1. Experimental and control group classification of students' score

Classification	Score	Experimental Group		Control Group	
		F	%	F	%
Very Good	86 – 100	-	-	-	-
Good	71 – 85	7	31,81	2	9,10
Average	56 – 70	12	54,45	10	45,45
Poor	41 – 55	3	13,63	10	45,45
Very Poor	0 – 44	-	-	-	-
Total		**22**	**100**	**22**	**100**

It is known from Table 4.1 that the students scored in the Experimental group, most of them were in the average category, the classification of 0 (0 per cent), 7 (31.81 per cent) were good, 12 (54.45) students on average, 3 (13.63 per cent) were bad and 0% (0 percent) were poor.

The Control Group score was primarily classified in the pre-test group as average and bad classification. 0 students (0.0%) were very good, 2 (9.10%) were good and 10 students (45.45%) were on average, while 10 (45.45%) were poor and 0 (0%) were very bad.

2. The mean and standard deviation of students' pre-test

The average score and baseline of the students ' reading accomplishments can be found in the following table to assess whether the study group and control group were at or not at the same stage before treatment was conducted.

Table 4.2 Mean Score and Standard Deviation for the Experimental and Control Group Students ' Tests

Class	Mean Score	Standard Deviation
Experimental Group	68,18	8,802
Control Group	58,86	7,704

The mean score of the pre-test group and the control group was listed as an average in Table 4.2, and therefore the researchers concluded that the average score of the test groups of students was different from that of the control group. Table 4.2 indicates that This means that the readings between the experimental group and the control group before treatment were important between the students.

3. Scoring of student post-test classification At the conference, the researchers gave the students a post-test after interventions were applied to see if there was an increase in the performance of the students. The

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following table shows the classification of

the student scores in the post-test.

Table 4.3 The Classification of Students' Score for Experimental Group and Control Group on Post-test

Classification	Score	Experimental Group		Control Group	
		F	%	F	%
Very good	86 – 100	1	4,54	-	-
Good	71 – 85	11	50,00	3	13,63
Average	56 – 70	10	45,45	10	45,45
Poor	41 – 55	-	-	9	40,92
Very Poor	0 – 44	-	-	-	-
Total		**22**	**100**	**22**	**100**

Most of the students in the experimental group were in the good category from the table above. 1 (4.54%) were very good students, 11 (50.00%) were good students, 10 (45.45%) were combined and the students were not bad or poor. They are not good students. 1 (4.54%) This means that the score of the students has been improved from an average level to nice. This shows that after they taught by using stories, the students reading performance was increased.

While, there is a gap in the control group between the high and the low levels. Three (13,63%) students were in a good grade, 10 (45,45%) students were on average, and 9 (40,92%) were in a low grade. None of the students were in very good and very bad grades.

4. The mean score and standard deviation in post-test students

The mean score and standard deviation are presented in table 4.4 to find out the difference between the post-test score of

the experimental group and the control group.

Table 4.4 The Mean Score and Standard Deviation of Students' Post-test for Experimental Group and Control Group

Class	Mean Score	Standard Deviation
Experimental Group	72,50	8,556
Control Group	61,14	7,704

The table 4.4. shows that the mean score between the two group varies from the treatment. The mean scoring was improved from 68.18 to 72.50 for the experimental group after the test. The mean poar-test score was graded into a good level, from mediocre to good level.

The mean post test score was increased from 58,86 to 61,14 in the control group on the other side. All mean scores were divided into an average level. Although the score was increased, it did not

differ significantly. It has shown that reading achievement by using stories is better than did not use stories.

5. Test of Significance (t-test)

Inferential analysis was used to test the hypothesis mentioned earlier. In this case, a different t-test was used for the evaluation of Windows using the SPSS 21.0 software. The goal is to learn whether or not, at the level of a meaningful α=0,05 or non-unrelated study, the discrepancy between the results of the student medium score in the experimental and control group is statistically significant (N1+N2–2)=42. The measurement result is described as follows:

Table 4.5 The T-test value on experimental group and control group of the students' reading achievement

Variables	T-test Value	T-Test table
Pre-test	3.736	2.021
Post-test	4.629	2.021

The researchers used t-test inferential statistics by means of SPPSS 21.0 in the Windows evaluation system to test the hypothesis, based on the results obtained by students and reported in the findings, to determine a higher value of the t-test than t-T (3.736 > 2.021). it means that Ho was rejected and H1 was accepted. While in relation to the finding of the post-test, the t-test values are higher than the t-table (4.629 > 2.021). this means that Ho was rejected and H1 was accepted, on a significant level of α = 0.05. it means that the use stories students reading achievement in the second years at SMP Negeri 1 Maiwa Kabupaten Enrekang

DISCUSSION

The students ' reading performance was improved by using stories, particularly for the experimental group, in a summary of the data collected during the test as described in the preceding section. The mean post-test score was reflected by the above value (68.18 to 72.50) than the mean pre-test score for the experimental group. The experimental group's post-test scoring showed also that students had reading progress.

In comparison, the reading ability of students in the experimental group and control group after treatment is significantly different, according to the previous section of data, where the students who used stories had higher results than those in the control group who did not use stories to comprehend them. It was confirmed by a difference from a control group (61.14) between the mean post test score in the experimental group (72.50).

The study has shown that the use of story increases the readability of studentsAlthough it is possible for both of them to enhance their reading output using traditional stories (without storytelling), using stories in the comprehension process have had a better impact than using conventional methods. This finding should be consistent with the capacity of good readers to decipher words in a text through "an automated recognition that involves no conscience of cognition" (Eskey, 1988: 94). The commentary on this is of particular importance to teachers in the second language: it is usually a slow and laborious process to translate international and

second language (Anderson, 1999; Jensen, 1986; Segalovitz, Poulsen, and Komoda, 1991).

Based on the statistic test in asymptotic significant (2-tailed) column, in the pre-test of experimental group and control group, the researcher found that the probability values were higher than alpha (α) (0.000 > 0.05) which means that there was no significant difference between the experimental group and the control group in pre-test. For both categories, the following findings are descriptive. The chance value was shown to be greater than alpha (α) (0.000 > 0.005). it means that H1 was accepted and Ho was rejected. It is concluded that there was a significant difference between the student reading achievement who used stories and who did not teach stories (conventional technique). In other words, after using stories from SMP Negeri 1 Maiwa Kabupaten Enrekang, the reading achievement was increased.

CONCLUSION

In relation to the research findings and discussion in the previous chapter, the conclusions are presented in the following statements, the data shows that the students' reading achievement before and after treatments are significantly differenced. It was found in post-test of experimental group where the mean score was 72.50 and standard deviation 8.556 was higher than the pre-test the mean score was 61.14 and the standard deviation was 7.704, which proved that the use stories in teaching reading comprehension contributed to the students' more productive in reading comprehension English. While in the control group, the mean score and standard deviation were rise too but not significantly from 58.86 to 61.14. In the meantime, the T-test of student reading output in pre-test values was greater than T-table (3.736>2.021) for the experimental group and the control group and also higher (4.629>2,021 for post-test). This led to the conclusion that the user stories in reading have brought up an up to date way in English language reading comprehension of teaching.

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Biography

Hasan, lahir di salokalama sebuah kampung paling ujung timur Kabupaten Enrekang yang berbatasan langsung dengan Kabupaten Sidrap. Sejak kecil menghabiskan waktu belajar d SD Negeri 160 Salokalama dan selesai pada tahun 1993. Setelah tamat SD penulis melanjutkan pendidikan di SMP Negeri Otting dan setamat SMP penulis hijrah ke kota Parepare melanjutkan pendidikan di SMK Negeri 1 Parepare dan tamat pada tahun 1999. Setelah itu menempuh perkuliahan Program Diploma di AIK AKBA Makasar (sekarang jdi STMIK AKBA Makassar) sampai pada tahun 2001. Setelah selesai program diploma penulis pernah bekerja di pulau kalimantan dan kembali melanjutkan pendidikan S1 di STKIP Muhammadiyah Sidrap selesai tahun 2014 dan melanjutkan pendidikan S2 di Universitas Muhammadiyah Parepare dan mengajar di STKIP Muhammadiyah Enrekang hingga hari ini. Penulis juga melanjutkan pendidikan S3 di Universitas Hasanuddin jurusan Linguistik.

MAJESTY

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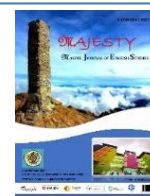
Students' Perception of Digital Literacy Competence as Learning Sources

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ABSTRACT

This study was carried out to define the students' perception of digital literacy competencies as learning sources held by the students of English Education Study Program of STKIP Muhammadiyah Bangka Belitung as active users of internet pointed on the internet searching, hypertext navigation, content evaluation, and knowledge assembly by theory of Paul Gilster (1997). This research uses a descriptive qualitative method. Subjects in this research were 9 students determined using a purposive sampling technique, with the subject criteria is the students who are actively using the internet more than 4 hours a day to browse the internet as educational sources. The results of this research indicate that all of the respondents are not literate yet because they do not have all the indicators in digital literacy. But, only one of nine students answered all the indicators on digital literacy, the respondent has stated as well competencies in internet searching, hypertext navigation, content evaluation, and knowledge assembly. So, from the indicators of digital literacy competencies, it can be implied that only one of nine students who have a good perception of digital literacy as learning sources.

INTRODUCTION

In era 4.0, digital literacy has come up with a huge impact. Digital literacy is the ability to understand and use information from a variety of online sources. Digital literacy skills are used to deal with the internet's explosion of knowledge. The reality nowadays, internet users are growing up, many parties can easily access and deliver information freely to their users. The internet used by users has been varied and used not only to build a relationship, reach communication through social networking sites but also to browse information for literate knowledge. In the meantime, learning sources comes in a variety of platforms with their respective characters. Also, internet media platform is transformed as learning sources, especially in searching scientific issues as references. Even the digital era is blowing up, the use of the internet today has not been accompanied by the awareness of each user to think

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critically. Indonesia is stated as one of the biggest internet users in the world. Based on Asosiasi Penyelenggara Jasa Internet Indonesia (APJII) in 2017, Indonesian internet users are 143,26 million or 54,68%. And this percentage will increase over time in line with digital development. Because the digital era is huge up, it needs critical thinking and creativity to access and share the information. In this era, every person has to understand digital literacy as an important thing. Digital literacy must be understood as important as the ability to read, write, and calculate. As living in the digital era (one-touch and one-click), people have the chance to access the information fast, get interaction with others, but not all the contents of information deliver the positive content. Digital character is value-free so that every person has the chance as a role in it. Because of the wide impact of digital sources, the public or the citizen must be a good user and good netizen. Digital literacy is the ability to understand and use information from a variety of online sources. Digital literacy skills are used to deal with the internet's explosion of knowledge. As stated by Davis & Shaw (2011) in Chabibie (2017) that digital literacy is the relationship ability through hypertextual information, in the meaning of reading on a non-sequential computer-based system or digital platform. Therefore, analyzing skills is an important factor. Gilster (2007) in Chabibie (2017), digital literacy means that the ability in reading, understand, and analyzing the variety of digital sources. It is important that people have the ability to reading and analyzing online information in order to get valid information or news. The

ability to find new information that is accounted for will be more important around this quickening digital technology. So that the reading ability of Indonesian people, especially the young generation need to be directed into understanding intelligence in reading comprehension to understand the digital information. For that, digital literacy must be supported as a learning mechanism that is structured in the curriculum.

Digital literacy is acquainted by Paul Gilster (1997), Gilster stated that every people has to fit the ability out to understand and use the information from various digital sources. And also he adds that digital literacy is the ability to using digital equipment in daily life. Hague (2010) said that digital literacy is the ability to create and share in different modes and form; to create, collaborate, and communicate effectively, as well ass to understand how and when using digital technology properly. While UNESCO sees digital literacy as modern life skills that need to be mastered. In line with Martin (2006) digital literacy is awareness, attitude, and the ability of individual in using the digital tools and facilities to identify, access, manage, integrate, evaluate, analyze, and synthesize the digital resource, build the new information, create the media expression, and communicate with others, in the context of certain life situations, to allow the social act constructively.

Digital literacy covers people understanding of digital content. People must be aware of every content on the internet is not equal in sharing information, they are not similar in quality of information. According to Basuki (2013)

when someone accessing and browsing the internet more often, they will have the ability to differentiate whether the information has good or bad quality. From these statements, digital literacy covers the technical ability in using tools and ICT, as well as covers the people's knowledge and skills in understanding the contents, so the goal is able to design the new knowledge. Therefore, it can be stated that digital literacy is someone's competencies in operating digital media in finding, using, managing, creating, evaluating, and transferring the information properly, wisely, and responsibly.

According to Gilster (1997), someone is called literate in digital if they have the ability in four aspects of digital components; first, internet searching is the ability to use the internet and do various activities in it. This competency covers two components they are, the ability to find the information on the internet using the search engine, and the ability to do various activities. Second, hypertext navigation is the ability to read and understand the navigation of hypertext in the web browser. This competency covers four components, they are knowledgeable about hypertext and hyperlink along with how it works, knowledge about the differences between reading textbooks and browsing sources through the internet, knowledge about the web works, and ability to understand the web page characteristics. Third, content evaluation is the ability to think critically and give the assessment to what is found in online sources, as well as the ability to identify the validity and completeness information that is referred

by a hypertext link. This competency covers five components, there are the ability to differentiate between information layout and content that is the users perception in understanding the web page layout visited, the ability to analyze the background of information that is people awareness to search for further information and the creator, the ability to evaluate web address through understanding the various domain for each country or institution, the ability to analyze the web page, and the knowledge about FAQ in newsgroup or group discussion. Fourth, knowledge assembly is the ability to arrange the knowledge, build a set of information from various sources along with the ability to collect and evaluate the fact or opinion properly without prejudice. This competency covers four components, they are the ability to search information through internet, the ability to design the personal newsfeed or news update notification or discuss several topics by joining or subscribing the newsgroup, or mailing list, the ability to do crosscheck or recheck about the information that is found, the ability to use all kinds of media to prove the truth information, and the ability to arrange information sources that is found in internet to the real life that is not connected in network.

Based on this theory, the researcher sets the theory based on Paul Gilster, there are four aspects that must be followed; they are internet searching, hypertext navigation, content evaluation, and knowledge assembly. These digital literacy competencies are conducted as the unit analysis in the aspect of students' perception of digital literacy. From this

description, the purpose of this study is to define the students' perception of digital literacy competencies as learning sources held by the students of English Education Study Program of STKIP Muhammadiyah Bangka Belitung as active users of the internet.

RESEARCH METHODOLOGY

This study was qualitative research conducted for English Education Study Program of STKIP Muhammadiyah Bangka Belitung students. Qualitative research is a kind of research that the findings are not related to statistic procedural or other calculation and as a purpose to reveal something holistic-contextual through collecting data from a natural background with the researcher as the subject instrument (Sugiarto, 2015).

This research was used a descriptive study method, this method is to describe or analyze a matter of research but not as stated to design a wide conclusion (Sugiyono, 2012). The subjects of this research were 9 students of English Education Study Program of STKIP Muhammadiyah Bangka Belitung, Moleong (2010) describes research subjects as information, means that people in the background of the research is used to give information about the situation and condition of research background. This research used purposive technique sampling, in Crossman (2019) a purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study.

These nine subjects were characterized based on certain criteria,

they were internet active users, operating the internet more than 4 hours a day. As stated by Andrew, a researcher at Oxford University, in Sativa (2017) from the calculation of the research, the ideal time for students doing online browsing is 257 minutes or 4 hours 17 minutes in a day. With this duration, Andrew adds that students not only have technology operating ability but also they can do socialization to others. While the object of this research is digital literacy competencies in learning sources. To collect the data in this research, the researcher used to interview and documentation method. The interview method used an in-depth interview with the unstructured interview. According to Sugiyono (2012), the unstructured interview is a free interview where the researchers do not use the systematical questions. The questions are only for guiding the researcher to do the depth interview. The researcher did the interview to get the depth information and built the situation informally, like did the daily conversation. So, the informant felt comfortable doing the interview.

Furthermore, documentation was also used in collecting the data. The researcher used the recorder to record the data interview. In analyzing the data, the researcher used qualitative data analysis, there were data reduction, display data, and drawing the conclusion. Data reduction was used to analyze the data when the researcher collects the data, it was for limiting the data that was not used. While display data was used to categorized the data, related to the group data. So the analyzed data become synchronized. And then drawing the

conclusion, the conclusion was the final step of analyzing the data, but the researcher had confirmed it and revised it to the conclusion to find the final data. The trustworthiness in this study used triangulation sources. According to Patton in Moleong (2014) defines that triangulation sources are comparing and checking the degree of trust of information through different times and instruments in qualitative research. The triangulation sources of this study invited information and technology experts.

FINDINGS AND DISCUSSIONS

This research discussion describes the students' perception of digital literacy competence as learning sources. The competencies were analyzed from four aspects, they are internet searching, hypertextual navigation, content evaluation, and knowledge assembly. The data that was described is analyzed based on the Gilster theory.

In the first discussion, digital literacy competence reviewed from the internet searching aspect. In this aspect, the students were assessed to some indicators; they were the activities of the students when browsing the website, the kind of website most visited, the information found when browsing the website, the knowledge of the web search components, the students' ability on how to search the information. The students' perception of digital literacy reviewed from the internet search engine was in middle categorized. From nine students, there were one student who could not understand all of the aspects of the internet searching aspect. The rest students were having a good perception

of the internet searching aspect. Although all students are active internet users, they still got difficulties in understanding the website's appearance. Because the appearances are too much. And when browsing information, they only focus on the information they need. According to Gilster (1997), internet searching is someone able to use the internet and do many activities there. There are some activities that we can do, there are using and managing the email account periodically, joining a newsgroup or mailing list, doing online business, doing an online transaction, doing work, searching the learning sources, reading online news, listening music, watching movies or videos. From this description, students still get difficulties in doing many online activities.

In the second discussion, the digital literacy competence reviewed from hypertext navigation. Stated in Gilster (1997) hypertext navigation is the ability to read and understand dynamically about hypertext navigation. Moreover, Gilster described that understanding hypertext navigation is not only relates to its hypertext but also the knowledge of information available on the internet is different from the information in the textbook. Hypertext navigation competence assessed some indicators, there was students' knowledge about hypertext and hyperlink, students' knowledge about hypertext characteristics, students' understanding about website layout, students' understanding about web page characteristics, students' information on the internet and in the textbook. Students' perception of digital literacy as

learning sources was in low perception. From nine students, there were six students who could not explain the indicators well, so only three students who understood about the indicators or the aspects of hypertext navigation. From the description, it can be concluded that the perception of students' of digital literacy in the aspect of hypertext navigation is low perception.

The third discussion, the digital literacy competence reviewed from the content evaluation. Gilster (1997) explained that content evaluation is someone able to think critically and give an assessment to the online information as well as identify the validity and the completeness information that suggested from the hypertext link. Content evaluation competencies have assessed some indicators, there is the ability to differentiate the layout and the content of information, the ability to analyze the correctness of the information, the ability to analyze the web page. Students' perception of digital literacy as learning sources was in middle perception. From nine students, there were two students who could not explain the aspects well. So the seven students the rest were having good perception in content evaluation. They had an awareness to evaluate the online information well. All the students are active internet users, they also did an evaluation on the content evaluation, they did not only access one website to search information, but they browsed others to link to make sure that the information is valid and correct. They also asked other people, friends or family about the correctness of the information.

The fourth discussion, the digital literacy competence reviewed from knowledge assembly. Gilster (1997) stated that arranging the knowledge assembly is the ability to arrange the knowledge, build information from other sources, and evaluate the facts and opinions properly without prejudice. Gilster added the competencies needed not only critical thinking but also the ability to learn about arrange the knowledge, build the information from different sources. And in the end, the users have to create the final conclusion to design new knowledge. Knowledge assembly competencies have assessed some indicators, there is the ability to finish the task through browse the information in the search engine. The ability to finish the task by joining the discussion group, the ability to analyze the background of the information, the ability to use other sources in finding the information, the ability to communicate and discuss to other people in order to solve the problem. Students' perception of digital literacy as learning sources was in middle perception. From nine students, there were two students who could not explain the indicators well. So the seven students were having good perception in knowledge assembly. The seven students used the internet as a learning source and opened other links to synchronize each information. When they found the new information, they also asked other people to confirm or discuss it. It did work that the internet helped them much as learning sources. From all the discussion, it can be concluded that all students have not literate yet of digital as learning sources, the indicators of digital literacy competencies have not been answered

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properly, only one of nine students who have a good perception of digital literacy as learning sources.

CONCLUSIONS AND SUGGESTIONS

From the discussion result, it can be concluded that students have not literate well, and have a middle perception toward digital literacy competencies. The results of this research indicate that all of the respondents are not literate yet because they do not have all the indicators in digital literacy. But, only one of nine students answered all the indicators on digital literacy, the respondent has stated as well competencies in internet searching, hypertext navigation, content evaluation, and knowledge assembly. So, from the indicators of digital literacy competencies, it can be implied that only one of nine students who have a good perception of digital literacy as learning sources. Most students feel difficult and hesitant about browsing the website. Most of them open websites only focus on what they need, not to try to share or open other sources that do not relate to the topics. They afraid about did wrong sharing.

This research only to investigate the perception of the students on digital literacy as learning sources, so it has not been found about the influence of their critical thinking. Based on this, it is suggested to the next researcher to find other problems related to digital literacy and students' understanding of online information.

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