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ANALYSIS OF LEGISLATION ON SECURITY AND SAFETY VISITOR ATTRACTIONS

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ABSTRACT: Tourism is identical with pleasure but these activities have a risk to the safety and security of visitors. Based on the analysis or assessment of the law on tourism it was found that the legislation on tourism only set the assurance of safety for tourist visitors with high-risk activities. All tourism business activities have the potential risks of low, medium, high, or extreme level in which each requires different type of follow-up activities once risk occurs and it needs parameters of safety and security of visitors of attractions in order to minimize and follow-up the potential risks. It is hoped that the result of this research can be applied especially in government regulation at national and local level.

Keywords: Safety of visitors, tourism law

Security, safety and hygiene at work are getting more popular nowadays since the enactment of security, safety and hygiene regulation by government in every line of business in Indonesia. One of them is tourism business. Tourism business opens new job opportunity, distributes public income evenly, introduces culture and nature, and increases nationality feeling among young generation. Tourism is very important for the development of a country since it is the source of foreign exchange. The development of tourism industry leads to tough competition among businessmen in tourism industry to provides uniqueness and superiority of various kind of tourist destinations. Tourism is identical with pleasure but it also has risks which require special attention. Aspects of tourism services such as infrastructure, security, safety and hygiene, and conservation need to be up graded. Robertson (2006, p.57) states that things that must be done in order to ensure safety, security, and hygiene of tourism object visitors among others are (1) providing safe and hygiene environment (2) providing sufficient facilities (3) maintaining safe access in and to tourism objects, (4) eliminating the risk of dangerous chemical substance exposure, (5) developing emergency procedures of any facilities in the tourism objects, (6) Providing information/sign in various languages and (7) providing skilled workers. Moreover, Gromang (2003, pp.49-105) explains that the manager of tourism objects must cooperate with local government in ensuring safety and security of visitors is as follows (1) Create a local communication network (2) Create good relationships with the mass media (3) police protection against visitor attractions (4) provides the means of fire prevention, (5) provide a means of health, (6) provide complaint visitors attractions, (7) Preparing an emergency response plan for natural disasters, (8) provides insurance for visitors and travel assistance, (9) provide a guide who speaks fluent English, (10) Installation of signs and symbols general information, (11) Cooperate with local residents (12) To supervise the tour visitors are assessed harm. Article 22 of Law No. 10 year 2009 on tourism states that central government and local government are responsible for providing information about tourism, legal protection, security and safety to tourism object visitors. Nevertheless, Law No. 10 Year 2009 only regulates about safety assurance for high risk tourism object visitors. Article 26 of Law No. 10 Year 2009 concerning tourism mentioned that there is liability insurance protection in the tourism business with high-risk activities, while for low-risk activities, moderate and extreme unregulated good safety assurance in Law No.10 of 2009 and under other laws. Based on APEC (2006,p.30) risk management, tourism business activities have different level of risk such as low, medium, high and extreme. Based

on literature and description of problems above, the problem of this research is how the analysis of the legislation on the safety and security of visitors attractions.

METHODOLOGY

This research employed normative research method. The related tourism laws were analyzed. Sources of Data of this research were primary law materials (constitution 1945 and Peoples' Consultative Assembly decree), secondary law materials (act/regulation in lieu of act, government regulation, president regulation, provincial regulations, district/city regulation) and tertiary legal materials (books, journals, articles, scientific papers and so on)

Legal Material Collection Techniques

Legal materials were collected by means of tracing and analyzing legal materials and documents

Legal Material Analysis Techniques

Analyzing technique used for analyzing the collected legal materials was content analysis-the legal materials of tourism were analyzed after eliciting a conclusion. The result of legal material analysis was expected to answer research problem.

FINDINGS

Legislation on tourism

Ministry of Tourism in <http://www.parekraf.go.id> describes that Indonesian tourism is the motor of national economy which has great potential to grow higher in the future. In Year 2008 Indonesian tourism contribute 153, 25 trillion rupiahs or 3.09% of the total Indonesian Gross Domestic Product (GDP).In Year 2009, the contribution increases to 3.25%. The growth of GDP has always been higher since 2001 compared to the growth of national GDP. Even though still temporary, in 2009 the GDP growth of tourism reached 8.18% of the national GDP, while only 4.37%.In the same year, foreign exchange from tourism was the third biggest national foreign exchange contributor right behind oil and gas, and palm oil. This has been indicating an increasing trend since 2006 when it was the 6th rank of 11 commodities of national foreign exchange source. In managing this fast growing, government has issued several regulations concerning tourism. Based on Act No. 2 Year 2011 about government regulation, the followings are regulations concerning tourism:

1. Constitution 1945
Article 32 and 33 subsection 3 of Constitution 1945 are the main constitutional bases for tourism development which is an effort to develop and exploit tourism objects.
2. People's Consultative Assembly Decree
The regulation concerning tourism in People's Consultative Assembly Decree is in Decree about GBHN subsection culture, art and tourism. The same as People's Consultative Assembly Decree, the Decree about GBHN is just visional foundation for tourism development.
3. Act/Regulation in Lieu of Act
 - a. Act No 9 Year 1990 about Tourism
In general this regulation regulates the principles, functions, objectives, principles of implementation, development, strategic area establishment, tourism business, rights, obligations, prohibitions, government authorities, certification and standardization of labors and organizations. All are associated with the development of tourism in Indonesia.
 - b. Act No. 10 Year 2009 about Tourism

In general this regulation regulates the principles, functions, objectives, principles of implementation, development, strategic area establishment, tourism business, rights, obligations, prohibitions, government authorities, certification and standardization of labors and organizations. All are associated with the development of tourism in Indonesia.

4. Government regulations

Tourism regulations issued as government regulation are as follows:

- a. Government Regulation No. 67 Year 1996 about Tourism. This regulation regulates that all tourism businesses must ensure the security and safety of tourism object visitors.
- b. Government Regulation No. 36 Year 2010 about obligations of tourism management in Wildlife, National Parks, and Conservations to provide security for the visitors and the surrounding areas.
- c. Government regulation No. 50 Year 2011 about National Tourism Development Master Plan.
- d. Government regulation No. 52 Year 2012 about skill certification and tourism business certification.

5. Presidential Regulation

Presidential Regulation No. 64 Year 2014 about Tourism Strategic Cross-cutting Coordination

6. Provincial Regulation

Some examples of provincial regulations that regulates tourism are as follows:

- a. Bali Provincial Regulation No.2 Year 2012 about Cultural Tourism in Bali
- b. West Java Provincial Regulation No. 8 Year 2008 about Tourism

7. County/City Regulations

Some examples of county/city regulations that regulate tourism are as follows:

- a. Yogyakarta City Regulation No. 4 Year 2010 about tourism
- b. Batu City Regulation No.1 Year 2013 about tourism.
- c. Malang City Regulation No.11 Year 2013 about tourism.
- d. Bandung City Regulation No. 1 Year 2013 about tourism.

We can see that in chapter of right, obligation and prohibition of the above mentioned regulations assure the security and safety of tourism object visitors.

Tourism regulations concerned about security and safety of tourism object visitors

Based on the above explanation about tourism regulations, author found that regulations concerning security and safety of tourism object visitors are as follows:

1. Act/ Regulation in Lieu of Act

- a. Act No. 9 Year 1990 about tourism

Article 21 of this Act states that activities in tourism objects that need to keep the safety of visitors, sustainability and environmental quality, the order and peace of people surround are managed based on the government regulation.

- b. Act no. 10 Year 2009 about Tourism

Article 23 of this Act explains that government and local government must provide tourism information, legal protection and security and safety of tourists. Article 26 explains that high risk tourism activities must be insured.

2. Government Regulations

- a. Government Regulation No. 67 Year 1996 about Tourism Management

Generally these rules regulate the tourism venture in which all forms of tourism businesses to ensure the security and safety of visitors as in the following articles

- Article 10 : Travel agent is responsible for the safety of the tourists of their tour packages.
 - Article 44 : The management of natural resort and tourist attraction is responsible for the safety of its visitors.
 - Article 56 : The management of special tourist attraction shall preserve the environment, employ tourist guide and/or skilled labors, and provide For high risk tourist activities, management shall provide insurance protection. facilities and responsible for the security and safety of tourists.
- b. Government Regulation No.36 Year 2010 about management of natural resort in Wildlife, National Park, Forest Park and Natural Park.
Article 21 states that management of the fore mentioned natural tourist attractions shall secure both the area and the tourist.
3. Provincial Regulations and County/City Regulations
- a. Bali Provincial Regulation No. 2 Year 2012 about Bali cultural tourism
 - b. West Java Provincial Regulation No. 8 Year 2008 about tourism management
 - c. West Java Provincial Regulation No. 8 Year 2008 about tourism management
 - d. Batu City Regulation No. 1 Year 2013 about tourism management
 - e. Malang City Regulation No.11 Year 2013 about tourism management
 - f. Bandung City Regulation No.1 Year 2013 about tourism management

From the above examples, we can see regulations about security and safety of tourism object visitors are regulated in chapter about rights, obligations and prohibitions. Furthermore, researcher found that all tourism regulations assure security and safety of tourism object visitors. Nevertheless, it was in general without clear parameter of security and safety and only assured tourism object visitor of high risk activities.

Level of Risk and Parameter of Security and Safety of Tourism Object Visitors

It was found that security, safety and Hygiene of visitors were important aspects. Paramitha (2012, p.2) stated that security, safety and hygiene of visitors were full protection for visitors from any danger, risks, accidents and losses on rival, during and departure from tourism objects.

Based security theory by Suardi (2005, pp.83-85) and APEC level of risk (2006, p.30), the potential risks in tourism objects are categorized as follows:

Level of risk	Description	Follow-up
Low risk 20-70	<ol style="list-style-type: none"> 1. Minimum damage on destinations and visitors 2. Losses limited/no financial loss 3. Do not draw public/media attention 	Does not need further control
Moderate risk 71-180	<ol style="list-style-type: none"> 1. the short-term damage on destinations and visitors 2. a little financial loss 3. limited media reports 	Need minimizing risk action
High risk 281-350	<ol style="list-style-type: none"> 1. Destination Damage and more than 24 hour service for visitors. 2. Financial Losses 3. Raises anger and frustration among visitors 	Cancellation of activities for minimizing risks

	4. Critical media reports and criticism of society towards destinations	
Extreme > 350	1. Unable to meet the expectations of visitors in the provision of normal type and level of service 2. Tremendous financial Losses 3. Criticism on destinations 4. A critical international media reports 5. Mass cancellations	Activities cannot be continued if the risk cannot be mitigated

Yudistira (2012, p.22) states that follow-up activities for minimizing potential risk in order to create security and safety of tourism object visitors can be analyzed by using the following parameters:

No.	Indicator	Parameters
1	Regulations in Tourist Attractions	1. The Applicable Law/regulations 2. Law Enforcement
2	Standard Operating Procedures (SOPS)	1. SOP for all related units. 2. Guarantee and evaluation of SOP implementation
3	Administration	1. Availability of the system 2. documentation/archives 3. safety systems 4. visitors
4	Fund Allocation	The availability of fund for assuring security and safety
5	Human Resources	The availability of rescuers
6	Infrastructure and Facilities	The availability of a special room or other means of related treatment
7	The Transparency of Security Assurance	The clarity of the information and claim procedures in case of disaster
8	Access	The level of danger to reach location and transportation access
9	Risk Control	1. regular inspections 2. details of announcement and prohibition 3. risk profile
10	Improved Management of Safety	1. have a safety improvement work plan 2. availability of SOP

CONCLUSION

This research result shows that the regulations for ensuring security and safety of tourism object visitors are not sufficient yet. Furthermore, this research found that activities done by tourism object visitor have different level of risk that needs different kind of follow-up activity. To find out follow up activities that should be done, analysis using visitor security and safety parameter is needed. Therefore, the author expects the result of this research can be applied especially in government regulation at national and local level so that every tourism attraction manager can do their job in creating safe atmosphere and ensuring the security and safety of visitors.

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APPROACHES TO TEACHING LITERATURE IN THE EFL CLASSROOM

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ABSTRACT: This paper aims at emphasizing the approaches used to teach literature in EFL classroom, how to integrate literature into the language classroom, and how to select suitable literary texts. Reasons for the use of literature in language classrooms and major factors for choosing appropriate kinds of literary texts in such classes should be highlighted in order to make students aware of the primary reasons that why English lecturers are suggested to use literary texts. Furthermore, the lecturer has an important role in teaching English through literature. He should determine the aim of language teaching in relation to the needs and expectations of the students, select the appropriate language teaching method, teaching techniques, and classroom activities, and then select the literary texts relevant to the aim and the objectives of his teaching.

Key Words: Literature, EFL classroom, literary texts

Today, the role of literature as a major component and source of authentic texts of the language program instead of an ultimate goal of English instruction has been acquiring a strength and motivation. Among language instructors, there has been an argument as how, when, where and why literature should be included in EFL program. Various discussions of how literature and EFL instruction can work together and interact for the advantage of students and teachers has led to the development of interesting ideas, and placed learning as an interesting and worthy concern (Sage 1987, cited in Alhemiary, 2011).

The use of literature as a method for teaching basic language skills (i.e. reading, writing, listening and speaking) and other language areas (i.e. vocabulary, grammar and pronunciation) is quite common within the domain of foreign language learning and teaching nowadays. Moreover, in translation courses, many language teachers appoint literary translation pieces like drama, poetry and short stories to the students to be translated into the mother tongue (Hi mano lu, 2005).

Langer (1997) points out that literature can open “horizons of possibility, allowing students to question, interpret, connect, and explore”. (Langer, 1997, p.607). It is assumed among researchers (Lazar, 1993), that using literature in the classroom strengthens and promotes motivation. In this way literature aids students to expand “their linguistic and cognitive skills, cultural knowledge and sensitivity.” (Shanahan, 1997, p.165). Nonetheless, integrating literature in the curricula adds a new dimension to the teaching of EFL. It mainly: “expose students to a wide variety of styles and genres.”(Fitzgerald, 1993, p.643).

The writing investigates what approaches are used to teach literature in EFL classroom, how English lecturers are able to integrate literature into the language classroom, and how English lecturers select suitable literary texts.

LITERATURE REVIEW

According to Vethamani (2004, cited in Rashid, 2010, p.88), one of the aims of combining literature in an English language program is "to help students improve their language skills (especially reading) and also to experience both education and pleasure when reading literary texts". Therefore, literature can be used to improve language proficiency (Lazar, 1993 as cited in Rashid, 2010).

To facilitate the teaching task of the EFL teacher, there have been different models suggested on the teaching of literature to ESL/EFL students (Carter & Long 1991, and Lazar 1993). These models are: the cultural model, the language model and the personal growth model (Clandfield, 2004). What is needed according to Savvidou (1996) is an approach to teaching literature in the EFL classroom which attempts to integrate these elements in a way that makes literature accessible to learners and beneficial for their linguistic development.

Approaches to Teaching Literature

A work of literature can be approached in a number of ways. An understanding of these approaches is essential if teachers, learners and other stakeholders in the learning process are to determine how best to employ the resources it provides with the purpose of improving language learning programs. A general categorization of approaches to teaching literature is provided by Maley (1989) who distinguishes ‘*the study of literature*’ as a cultural artifact from ‘*the use of literature as a resource for language learning*’. He further asserts that the former can be either critical or stylistic:

1. The critical literary approach

This approach mainly focuses on what Maley calls “the literariness of the texts we study” (p.10), i.e. motivation, characterization, background, etc. He believes this approach assumes a reasonable level of language proficiency and familiarity with literary terms and conventions.

2. The stylistic approach

This approach is aimed at making textual discoveries and interpretations by describing and analyzing the language of a literary text. Maley goes on to state that to be used in the EFL classroom, the critical literary approach demands a great amount of linguistic preparation, and that the stylistic approach might better serve language learning and teaching purposes, but it, too, is largely contingent on linguistic competence in the target language and cannot deservedly further language learning. The approach he favors is one which posits no dichotomy between language and literature and which uses literature as one among the many resources for language learning. This approach, he maintains, will generate greater motivation and an awareness of language functions in learners in the course of their interaction and engagement with the text.

A more comprehensive classification of approaches to literary analysis is offered by Van (2009):

1. New criticism

Within this approach, literature is conceived of as a self-contained whole, independent of the author’s intention, the reader’s response, and the social, political and historical background of the text. Activities mainly involve the study of literary devices and formal elements of the piece with no regard for its beauty and value. Moreover, the literary texts to work on are generally selected from among the *traditional canon*, which are too long, difficult, unfamiliar and irrelevant to students’ lives. As such, they might border on the banal for learners and create a negative attitude toward literature.

2. Structuralism

Leaving no room for subjective meaning and the reader’s response, this model approaches a literary text scientifically by focusing on processes, themes, structures and mechanical formal relationships that are involved in the production of meaning and that place the work into a meaningful hierarchical system. It follows that because of its overemphasis on the linguistic code, it is less relevant than New Criticism for the teaching of literature.

3. Stylistics

This model approaches literature by analyzing the features of literary language, for example its unconventionality and non-grammaticality, to develop students' sensitivity to literature, and to have them make aesthetic judgments and interpretations of the text based upon their linguistic knowledge. An example of such an approach is the comparative technique in which learners compare literary and non-literary registers to work out the various ways language is used to accomplish things. However, though aesthetically relevant, the stylistics approach poses challenges to the learners' communicative competence and teachers' knowledge of literary language.

4. Reader-Response

This model predicated on a commitment to the transactional relationship between the reader's personal experiences, opinions and feelings on the one hand and the text on the other. As such, it goes hand-in-hand with theories of top-down reading and readers' schemata. In the EFL classroom, this approach has much to offer as it:

- makes literature more accessible by activating students' background knowledge;
- harnesses emotional reactions for classroom instruction;
- increases students' individual and group participation and motivation since it personalizes the learning experience;
- provides for a student-centered and process-oriented classroom;

However, there are some problems, too, as:

- students' responses may deviate from the work;
- considering the learners' language proficiency and culture, selecting appropriate materials may be problematic;

5. Language-based

On top of emphasis on literary language, this approach facilitates student responses and experience with literature, through a variety of activities as cloze procedures, brainstorming, summarizing, jigsaw reading, etc. which enhance collaboration, independence, interaction, peer teaching, and motivation. Accordingly, it meets the students' needs in both reading literature, and learning a language as it results in four-skill English language development. The teacher's role is not to impose interpretation, but to clarify technical terms, offer appropriate classroom procedures and intervene to provide stimuli and prompts.

6. Critical Literacy

Stemming from such theories as critical language studies, feminism and educational sociology, this model focuses on the relationship between language use and social power. It is aimed at facilitating students' critical awareness about the role of language in establishing social relations, and encouraging learners to explore how social and political factors shape the language they are learning. These are the tenets of 'Transformative Pedagogy'. To employ such an approach, teachers must consider the degree of openness of their students' society and culture so as to create a safe atmosphere.

It is evident that this classification is an improvement over Maley's, and formalizes reasons behind the prevailing favor with the use of literature in the language classroom. Having shed light on all these approaches, Van goes on to point to the general consensus that *Reader-Response* and *Language-based* seem to be best suited for EFL learners while conceding that other approaches are not without their merits.

As another framework, Savvidou (2004) cites Carter and Long (1991) as describing three main models of teaching literature likely to fit in an EFL/ESL program.

1. The Cultural Model

Within this model, the focus is on language as a cultural artefact, requiring learners to investigate a literary text from social, political, literary and historical perspectives.

2. The Language Model

This model has a lot in common with the ‘language-based’ model of Van mentioned earlier. It is based on the idea that literature provides a rich repertoire of contextualized linguistic features which can be systematically practiced through a wide range of activities with no regard for the literary quality of the text or reader-text interaction.

3. The Personal Growth Model

This model has the potential to meet the aims of the first two models, i.e. furthering language learning and cultural awareness, and to bring about personal development through placing a premium on the learner’s own response to and interaction with the text, feelings, ideas and opinions.

Savvidou asserts that because of its being teacher-centered, the cultural model has fallen out of favour. So has the linguistic model due to its hindrance of experiencing literature as literature and not as language. She further argues for an integrated model comprising elements of all the three approaches which would pay off linguistically, methodologically and motivationally. The common thread running through the related research indicates a shift of concern from the solely linguistic analysis of literary texts in the language classroom to a concern with enhancing inter-cultural awareness, appreciating learners’ interpretations of and responses to such texts, and developing the ability to see “with different eyes” (Oster, 1989, p.85).

Integrating Literature into the Language Classroom

Arthur (1968, p.199) states “second language teachers interested in using literature in their classes must be aware of how literature can teach second language skills while, at the same time, retaining its literary value for second language learners.” In the first place, this goal can be achieved by selecting the right kind of text. Three suggestions have been put forth to get around the problem of linguistic and cultural complexity (McKay, 1982):

- *Using simplified texts:* The use of simplified texts is generally frowned upon on the grounds that simplification reduces the information density, cohesion and, in consequence, readability of a text. However, upon browsing the literature, examples of the successful use of simplified texts in the language classroom can be found. Zoreda and Vivaldo-Lima (2008, pp. 22-23) state “there is a renewed interest in integrating graded literary materials such as simplified novels that are written specially for beginning and intermediate level students”. They report their success with the use of simplified novels along with the novels’ audio and film versions to offer scaffolded instruction on linguistic and intercultural skills.
- *Using easy texts:* The question with using easy texts is what ‘easy’ means. According to McKay (1982), although there are readability counts to determine the lexical and syntactic complexity of a text, there are no generally agreed-upon standards to determine the complexity of a work of literature in terms of its underlying cultural assumptions,

characterization, plot and its other literary qualities. The selection of easy texts is, therefore, mostly based on intuition.

- *Using young adult texts:* These texts can benefit a wide range of learners because of their inherent simplicity, both linguistic and literary. Such texts, according to McKay (1982), are characterized by brevity, a small cast of characters, stylistic simplicity and such relevant themes as personal growth. However, the problem with the use of such texts for adult classes is that adult learners might not identify with themes of interest to young adults, and their motivation and willingness to interact with the text may suffer.

It follows that there is no clear-cut rule as to the selection of literary texts for the EFL/ESL classroom. Appropriacy seems to be a function of several classroom and course variables which teachers need to analyze before deciding what kind of literary text to use. However, it needs to be mentioned that although the selection of texts is of utmost significance, the way the text is approached by both teachers and learners and the nature of tasks and activities that learners engage in have a more decided influence on the success with which literature is employed in the language classroom.

Some of the tips and frameworks put forward are generally applicable to poetry, short story and drama, while some have been specifically devised for one of these categories. Vera (1991) distinguishes between *intensive* and *extensive* literature reading programs; the extensive program which draws on novels and short stories has two versions:

1. *interventionist*, in which the teacher assigns the students with a pre-determined list of books which they will read and be tested on;
2. *non-interventionist*, in which the students themselves choose the books and then write a standard reading questionnaire on them.

On the other hand, the intensive reading program draws on classroom student-centred activities and tasks to improve the linguistic competence of learners. The remaining of this section focuses on the intensive use of literature in the classroom. Maley (1989) believes any literary text can best be approached through a three-step procedure:

1. *Framing or preparing learners to deal with the text.*

This stage can involve thematic preparation activities, for example asking learners to brainstorm on the general topic of the piece or engaging them in a passage on a related topic and eliciting their ideas. Teacher can also introduce activities to sensitize learners to differences between poetry and prose. Such activities can include presenting learners with extracts from poetry and prose and having them recognize which category they belong to.

2. *Focusing or leading learners to engage in and understand the text.*

At this stage, instead of asking learners to read the text and answer comprehension questions, teachers can juxtapose the text with another text on a related topic and have learners compare and contrast the two texts through guiding questions. It is also a good idea to extract key phrases and utterances from the text and have learners match them with 'effect words', i.e. words which can best express learners' feelings toward those excerpts.

3. *Diverging or leading learners to engage in parallel activities which extend the theme and allow learners to voice their own opinions, feelings and thoughts.*

At this stage, role plays in which interviewers ask characters about their motives for action and various writing activities can be exploited.

Upon contemplating Maley's framework, one comes to the conclusion that his approach aims at creating and sustaining literary experience in learners, with little, if any, focus on the language of the piece. As he himself states, the framework ensures constant reference to the text and interaction between the reader and the text on the one hand, and between the teacher and the learner on the other. Gajdusek (1988) offers a four-level sequence of activities for in-class work. He exemplifies his approach with a story, though he claims that it is equally applicable to all kinds of literary texts. Following is a rough sketch of the four levels of the model along with his suggested activities for each stage.

I. Pre-reading work

- *Pre-reading vocabulary work*

1. Cloze exercises for words whose meaning can be derived from the context;
2. Providing information on words that bear clues to the cultural and emotional meaning of the text;
3. Training learners in identifying the category of and dismissing words that proficient readers merely categorize;

- *Additional pre-reading work*

1. Student logs
2. Write-Before-You-Read activities

II. Factual in-class work

- *Point of view*

1. Identifying the point of view and discussing its implications;
2. Rewriting the story from different points of view;

- *Character*

1. Listing the main characters;
2. Analyzing the main characters, their relationships, motivations and conflicts;

- *Setting*

1. Providing background information about the author in the pre-reading work;
2. Assigning students to groups to report on the general and specific time and place;

- *Action:*

1. Asking questions and checking for comprehension;
2. Having learners work out the time line of the story;

III. Analysis

- *Structure-Plot, conflict, climax*

1. Investigating the plot in terms of conflict, climax, denouement;
2. Having learners identify the climax line and then compare their ideas;

- *Theme*

1. Eliciting several topics and having learners articulate the theme using those topics;
2. Having learners articulate the theme by analyzing paragraph foci;

- *Style*

1. Pursuing patterns and figurative language;
2. Having learners divide the text into significant sections and name them with a word or phrase that reveals the author's purpose;

IV. Extending activities

- *In-class work*

1. Straightforward debate of issues
2. Role-plays and dramatizations

- *Student writing*

1. Having low proficiency learners practice sentence level grammar in writing;

2. Assigning writing tasks from journals to critical essays;

In his illuminating study, Davies (1990) includes ‘exploiting scripted play’ as one of the several options for the use of drama in the language classroom. Recognizing the vitality of linguistic accessibility and topic relevance in the selection of plays, he posits a procedure which can, in his own words, “extract the most out of a play” on behalf of language learners (p. 93). The procedure is as follows:

1. The students read the text before listening to a recording of it.
2. The teacher and students discuss the text.
3. The teacher reads the text and/or plays the recording a second time, pausing to draw attention to or elicit ideas on particular utterances, attitudes and emotions.
4. The teacher assigns the students into groups to discuss and fully grasp the setting and characterization of the play.
5. The students choose their roles and rehearse the play.
6. The students perform the play, or a scene/scenes from it.
7. Class discussion follows each performance.

Davies’ approach, as he himself admits, is one among numerous possibilities regarding the exploitation of plays for language learning depending on the language proficiency of learners and the objectives of the course. The literature also abounds with ideas concerning the use of poetry in EFL classrooms. Akyel (1995) reports the results of her study in which TEFL student teachers were guided to stylistically analyze poems prior to designing tasks and activities, i.e. to detect and interpret the distinctive grammatical, lexico-semantic, and discursive features of the language of the poem:

The student teachers stated that stylistic analysis was an effective tool for preparing their own language awareness activities. Moreover, they reported that they could use these language activities successfully in EFL classrooms for practice teaching (p.63). Activities developed on the basis of student teacher stylistic analyses of poems aimed at:

- relating the title and theme of the poem to the students’ personal experience by having them brainstorm about the topic or answer particular topic-related questions;
- focusing on the referential meaning of the lexical items used in the poem by having learners match such items with their definitions prior to reading the poem;
- raising learners’ awareness of the poet’s unique choice of words to effect special meanings by juxtaposing their usual and unusual use in sentences;
- focusing on collocations and word associations by having them group words and phrases together;
- improving inference-making and interpretive skills through, for example, providing a number of interpretation sentences and asking learners to mark them true or false providing evidence from the text; etc.
- combining interpretation with learners’ personal evaluation by having them interpret excerpts of the poems and express their own ideas on them.

It is also manifest that although this approach is not purportedly reader-centered, activities can be designed such that learners are given a chance to express their voices as the last aim above indicates.

Selecting Suitable Literary Texts

In order to select the literary texts to be used in language classes, the language teacher should take into account the needs, motivation, interests, cultural background and language level of the students. By the way, one major factor to take into account is to ask oneself whether a particular work is able to display personal involvement by stimulating the learners' interest and eliciting strong, positive reactions from them. Reading a literary text will probably have a long-term and valuable effect upon the learners' linguistic and extra-linguistic knowledge when it is meaningful and amusing. It is important to choose books that are relevant to the real-life experiences, emotions, or dreams of the learner. The level of language difficulty has to be taken into account as well. When the language of the literary work is simple, it may facilitate the comprehensibility of the literary text, but this is not by itself the most crucial criterion. Interest, plea, and relevance are also important. Enjoyment and pleasure showed clearly in a work of art; and equal pleasure of noticing those same thoughts, feelings, emotions, or situations presented by a completely new perspective are all motives that help learners to cope with the linguistic obstacles that might be considered too great in less involving material (Collie and Slater 1990, cited in Hi mano lu, 2005).

As mentioned earlier, one of the main ideas of using literary texts in the classroom is to “*expose*” the learner to as much real language as possible. By the way, learning of English as a foreign language by young learners has become quite popular nowadays. Starting at a younger age may not bring automatic improvement to language standards unless teacher education and language teaching both are in accordance with the new situation.

Language teachers of young children have a much broader responsibility than mere teaching of a language system; they need to take into account the education of the whole child when planning their teaching program. At the heart of this responsibility is that classroom activities should be selected according to systematic criteria. According to Phillips (1993) some of the points which should be kept in mind while designing the activities for children (aged 5-12 years) in the language classroom using literary texts as the material, are as follows:

1. The activities should not be complex. They should easily understand what is expected of them.
2. The task should not be outside their abilities: it needs to be attainable but at the same time sufficiently stimulating for them to feel satisfied with their work.
3. The activities should be mostly oral based (reading aloud, recitation so on). Indeed, with young children activities regarding listening skill will take up a large part of class time.
4. Written activities should be used at a minimum amount with younger children.

Activities such as games and songs with actions, total physical response activities, tasks that involve coloring, cutting and pasting, simple, repetitive stories, and simple, repetitive speaking activities that have an obvious communicative value are among the most useful activities used for children at this age (Tasneen, 2010).

CONCLUSION

Literature plays an important role in the English programs of many non-English speaking countries. However, there are some problems encountered by language teachers within the area of teaching English through literature. First, there are very few pedagogically-designed appropriate materials that can be used by language teachers in a language classroom. Second, there is a lack of preparation in the area of literature teaching. Third, there is the absence of

clear-cut objectives defining the role of literature in EFL. Many English lecturers try to include literature in their classroom, but lack the background and training in that field.

Literature is not only a tool for developing the written and oral skills of the students in the target language but also is a window opening into the culture of the target language, building up a cultural competence in students.

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ATTITUDE AND MOTIVATION AND ITS IMPACT ON ENGLISH ACHIEVEMENT

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ABSTRACT: This research was aims at getting an overview of students' attitudes and motivation toward English achievement using descriptive qualitative method. The population of this research was the 79 respondents taken from second semester students of AMIK Bina Sriwijaya Palembang in the academic year of 2014-2015. The data were the collected through language attitude and language learning motivation questionnaire and were analyzed through correlation product moment to and simple regression. Correlation product moment was used to see the correlation between language attitude and language learning motivation towards English achievement. Meanwhile, simple regression was used to get the influence between those variables. The result shows that, there was correlation and influences between language attitude and learning motivation towards English achievement.

Key words: Attitude, motivation, and English achievement

The development and the changing of the world grow rapidly especially in pacing the ASEAN Economic Community (AEC) requires Indonesian to have the ability in communication to the world through various languages which is accepted and understood as the international language, one of the languages is English. The ability to use English is a very fundamental aspect especially for the educated people. The use and the need of English which is related to the ability in communication either in oral or written form in the case of comprehending the written text in English about various aspects of science is a main priority in the implementation of the developing Indonesia. However English language skill is not instant to master, it needs to be learnt which needs time allocated through formal or informal school.

In Indonesia, English is function as the first most important foreign language that must be understood by the students in communicating, reading and understanding literature written in English. However, the teaching of English in university today is still unsatisfied even though most of them had learned English in formal school started from elementary to university. Students have their only real contact with English in class and, as a result, English is more likely to be an academic exercise conducted in response to external pressure than a normal and accustomed extension of the need to communicate.

AMIK Bina Sriwijaya is actually the academy which concentrates on computer science and technology where English is studied started from first to third semester and is also treated as a requirement before finishing their study by TPEFL Prediction competence.. However, the fact shows that students' proficiency in English is still unsatisfactory. Most of students cannot use English either in oral communication or written form. They tend to use region language in class during English is learned. They seem to be less motivated to study and have negative attitude towards English as the result their English subject are low. From the students who take English two in semester two in the year of 2014-2015, only 25 percent who got score A or scored between 86 to 100, the rest are only got B and C or under 86. it means that the ability of mastering English in this school is still low. In the climate described above, where English-language education in AMIK Bina Sriwijaya is crucially important and facing an urgent need for reform,

Considering the attitudes and motivation of these learners are essential, students' motivation and language attitude are believed as learning unsure which determines the success of students' English learning. Burns et al, (2001, p.183) stated that attitude is fundamental since it has vital objective when considering language restoration,. Survey on language attitude can also give valued information to language planner when they make policy about language and language variety which make it possible to make the language is used in formal and education language. Attitude can conclude and explain and even predicts behavior, hence this is the reason why this research becomes important. Achievement and success in learning language will occur if it is followed positive attitude towards language and language learning.

According to Tileston (2004) motivation correlates with the desire to do something, to learn something new and stimulates someone to try again when he/she gets failure. In relating to the learning, motivation is meant as energy in student's personality that simulates desire to study and gives learning activity destination. According to Saridman (1996) in the world of education, a student of university who has high intelligence may fall because of having less motivation in addition, according to Gardner (1985, p.10). "Motivation refers to the combination of effort plus desire to acheive the goal of learning the language plus favourable atitudes towards learning language". By taking place the attitude and motivation to the achievement simultaneously, Gardner wants to show that describing motivation only with the effort is not enough but also it should be followed by the desire to achieve the goal and positive attitude. The point of view of Gardner above describes the importance of attitude and motivation in learning

The condition of students' low score in English subject in AMIK Bina Sriwijaya above is an indicator and a problem phenomenon. Accordingly, this research focuses on language attitude and learning motivation on English for students of AMIK Bina Sriwijaya who are still in semester two. Therefore, this study refers to the three components: cognitive, affective and cognitive, so that this research includes these three components. This study sees how student assessment towards English language, whether they consider it as an essential that language in their communication or otherwise. While from the affective component, this research sees how they feel about the languages, whether they feel like it or vice versa. Based on cognitive component tendency seen how they act on the language, whether they have tendency to accept or reject the language.

Meanwhile, on motivational aspects, this research will be discussed the students' motivation to learn English. This study refers to Gardner and Lambert (1972), which distinguishes the two elements of motivation, namely intrinsic, and extrinsic motivation, Furthermore Garder and Lambert (1985) saw the motivation to learn a language based on objectives by distinguishing two main parts, namely motivation (1) integrative motivation, have social and cultural objectives; and (2) instrumental motivation to have a practical purpose such as academic and economic objectives. With reference to the opinion of the experts, this study saw their efforts and desire to learn the language. Language Attitudes and language learning motivation on English language are then compared. Furthermore, these two aspects will be found the influence on achievement in the subject of English. Beside those two variables, another variable in this research is students' gender and study program. However, these variables will be treated as a control variable. The research control is done towards external variables which is assumed can influence the research result.

Since this study sees the value of English students as an indicator of social reality in which the value of the student's English subject is low, then this study aims at getting an overview of student attitudes toward English subject, whether positive or negative. Meanwhile, from the aspect of motivation, this study aims to determine their desire to learn

the language by looking at the intrinsic and extrinsic motivation as well as integrative and instrumental. Thus, students' attitude towards the language and motivation to learn the language is known. In addition, this study also aims to describe the influence of language attitudes and language learning motivation towards the achievement of learning English, then formulated as follows: 1) How is students' language attitude towards English? 2) How is students' learning language motivation towards English? 3) How is the influence of students' language attitude towards English achievement? 4) How is the influence of students' language learning motivation towards English achievement?

The benefits of this research include theoretical and practical aspects. In terms of the theoretical aspects, the results can provide a snapshot of students' language attitudes and motivation to learn English as well as the influence of both variables to subjects of English achievement. In terms of the practical benefits, the results of this research can contribute to the method of learning English.

Language attitude and language learning motivation have been defined by some researchers. According to Fasld (1984) attitude is a state of readiness or a variable Interrupters (intervening variable) between stimuli that affect a person and the person's response to stimuli. William (1974, p.21) then added that the attitude of an internal state that is stimulated by stimuli on some things that mediate the organism's response further. In addition, Hornby (1995, p.20) says that attitude is way of feeling, thinking or behaving. In other words we can say that people who have good feeling, thinking or behaving to something means they have positive attitude to it whereas people who have bad feeling, thinking or behaving means they have negative to it. Attitude can be measured through words and actions. For example, we can say that people who spend a lot of time in the libraries to read show that they have a positive attitude toward reading.

In addition, Anderson (1974) reveals the attitude of the language is a belief system that is associated with language that is relatively long, about an object language that gives the tendency to someone (who has the attitude that language) to act in a certain way she likes. From some views, attitudes can be used as a tool to predict future attitudes and is one factor that distinguishes it from the view of behavior

Motivation has also been defined by some experts. Stephen (1991, p.168) defines motivation as a willingness inside and effort to achieve higher goals. These conditions encourage the person's ability to satisfy their needs. In general, motivation is defined as an attempt to acquire an organized destination. The element of motivation include businesses, organizes goals and needs. In addition, Tileston (2004) says that motivations related to the desire to do something, learn new things and encouraged us to do it again if it failed. Similarly, Clinder et al (1983, p.187) defines motivation as the, needs, and interests that stimulate or activate and direct organism to achieve specific goals. From the description above can be concluded that motivation is the energy that drives a learner to determines the learning objectives, efforts to achieve it and do not give up when faced obstacles even failures

Achievement and success in language learning will be achieved if it is balanced with a positive attitude towards language learning. Likewise, the motivation has an important role in realizing an activity as it relates to feelings and emotions to act or do something that is driven by the goal needs and desires. In relation to learning, motivation, motivation is defined as the energy that encourages the desire to learn, guarantee the continuity of learning activities and provide direction and learning activities. However, a student who has high intelligence can fail because of having less motivation

RESEARCH METHODOLOGY

This research was descriptive qualitative method. The population of this research was the second semester students of AMIK Bina Sriwijaya Palembang in the academic year of 2014-2015. From the population, the writer took 79 respondents as the sample chosen using simple random technique. Those 79 students contain 60 students (75.94 %) who come from information management department and 19 students (24.05%) who come from computer technique department. In addition, from 79 respondents there are 51 (64.55%) female students and 28 (35.44%) male students.

The data which the writer collected through questionnaire consist of two categories; they are students' language attitude and students' language learning motivation. While the other variable are study program and gender. The Instruments used in this research were language attitude questionnaire which contains 25 items and 23 items for students learning motivation questionnaire in the form of Likert Scale which include the statement of very agree, agree, disagree and very disagree. These data were analyzed through Simple Linier Regression using the formula $Y = a + b X$ by the assistance of SPSS Computer Software Release 11.5

RESULT AND DISCUSSION

Related to the design and research questions that have been posed, the data processing and analysis carried out by several phases. For the attitude 'like' towards English the mean score was 65.80. Based on this mean, the score, which was categorized into 'very fond' of the English language was the score that more than (> 65.80). Meanwhile, it is categorized into 'Dislike' towards English is that if the score is less than (< 65.80). Of the total number of subjects, there are 47 students who like English and 32 students who did not. From these results, it can be seen the number of subjects who likes English was more than the students who did not.

For motivation to learn English, the mean score was 68.38. Based on this mean, the score, it was categorized into 'high motivation' towards English if the score was more than 68.38. Meanwhile, it was categorized into 'low motivation towards English if the score was less than 68.38. Of the total number of subjects, there are 42 students who are interested in learning English and 37 students have are uninterested in learning English. From these results, it can be seen that the number of subjects who have high language learning motivation more than the students who have low language learning motivation. The description of the students' language attitude and language learning motivation can be seen in the following table of statistics.

Statistics

		Language Attitude	Languagen Learning Motivation
N	Valid	79	79
	Missing	0	0
Mean		65.80	68.38
Median		67.00	67.00
Std. Deviation		6.568	9.905
Minimum		25	23
Maximum		81	102

The table above shows the average value of the students' language attitudes and students' language learning motivation. The average value of students' language attitudes towards English was 65.80, which is less than mean value (67.00). Thus, the students' attitude towards English language is low. The average value of students' language learning motivation towards English was 68.38, which is upper than the middle value (67.00). Thus, the students' language learning motivation towards English language is also high.

The following table is the result of analyzing correlation coefficient using regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.639 ^a	.409	.401	6.539

a. Predictors: (Constant), Language attitude

From table above it can be seen that the value of R (correlation coefficient) between the language attitude variable (Y) is 0.639 at a significant level (sig) of 0.05 (5%). In other word, the correlation between language attitude and English is 63.9 %. This result shows a good correlation or relationship between Language attitude and English learning achievement. While the value of R² (coefficient determined) of dependent variable (English achievement) in predicting the amount of dependent variable is 0.409 or 40.9%.

The table below is the result of analyzing the value of constant regression equation. This output was used to test the meaningfulness of constant and independent variable coefficient with the testing criteria. If the value of p-output (Sig) < alpha (0.05), the coefficient constant can be used in regression equation. However, if the value of p-output (Sig) > alpha (0.05), the coefficient constant cannot be used in regression equation.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	89.641	2.425		36.968	.000
Language attitude	14.474	1.984	-.639	7.295	.000

a. Dependent Variable: English achievement

The table above shows the value of constant of regression equation (B) was 89.641 with the t value 36.968, the value of independent variable (language attitude constant (B) 14.474 with the t value 7.295 and the value of Sig 0.00. From these findings, it can be seen that the value of Sig was (<) less 0.05. it means that the coefficient constant can be used in regression equation. These equations can be described that the students' attitude towards English affects English achievement significantly. Every increment 1 score of attitudes variable toward the English language (X) can improve English achievement 14.474 scores. In other word, the students language attitude influences English achievement.

The following table is the result of analyzing correlation coefficient using regression.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.789 ^a	.623	.618	5.219

a. Predictors: (Constant), Language Learning Motivation

From table above it can be seen that the value of R (correlation coefficient) between the language attitude variable (Y) is 0.789 at a significant level (sig) of 0.05 (5%). In other word, the correlation between language learning motivation and English achievement is 78.9 %. This result shows a good correlation between language learning motivation and English achievement. While the value of R² (coefficient determined) of dependent variable (English achievement) in predicting the amount of dependent variable is 0.623 or 62.3 %.

The table below is the result of analyzing the value of constant regression equation. This output was used to test the meaningfulness of constant and independent variable coefficient with the testing criteria. If the value of p-output (Sig) < alpha (0.05), the coefficient constant can be used in regression equation. However, if the value of p-output (Sig) > alpha (0.05), the coefficient constant cannot be used in regression equation.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	93.335	1.913		48.784	.000
Language Learning Motivation	13.307	1.179	-.789	-11.286	.000

a. Dependent Variable: English Achievement

The table above shows the value of constant of regression equation (B) was 93.335 with the t value 48.784. The value of independent variable (language attitude constant (B) 13.307 with the t value -11.286 and the value of Sig 0.00. From these findings, it can be seen that the value of Sig was (<) less 0.05. t means that the coefficient constant can be used in regression equation. Therefore, these equations can be described that the students' language learning motivation affects English achievement significantly. Every increment 1 score of attitudes variable toward the English language (X) can improve English achievement 13.307 scores. In other word, the students language learning motivation influence English achievement.

CONCLUSION AND SUGGESTION

In this research, attitude influence on English learning achievement. With reference to the results of research (Brudner and White 1979) who revealed that the role of attitude is very important in learning a second language, because of the speakers attitude towards a language can describe how it behaves, thinks and feels about the language.

Motivation also has a significant impact on language learning achievement. This is in line with the opinion Ramage (1990) which has proven that motivation along attitude affects

the continuation of learning a foreign language. The importance role of motivation in learning a second language can be seen as follows. First, a very high motivation can be directed learners undertake more vigorous efforts to learn a second language (Secondly, with a highly motivated, learners will find and determine learning strategies in accordance with the conditions and intake or linguistic abilities Third, with motivation, learners will undertake efforts to overcome obstacles to learn and work towards easiness which support the learning process.

Based on the research that has been done, the writer suggests that for further study, this research can be can be done with the experiment so it will be more controlled.

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THE IMPORTANCE OF POSSESSING GRAMMAR SKILLS AS A BASIC FOUNDATION OF DEVELOPING ENGLISH COMPETENCE

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ABSTRACT: The current conditions which put the stress on improving communicative skills in studying a foreign language have almost shifted away the significance of mastering grammar skills. This, if not properly dealt with, will lead to the omission of studying English grammar altogether which would be such a shame. The fact that English grammar is very essential to the improvement of English proficiency would gradually shrink to the point that people no longer care to attend to it owing to the assumption that grammar is just a set of binding rules strictly made to tell people what to do with their words. This negative stigma should be prevented from expanding from now on. People need to be informed that Grammar is a guide to constructing English sentences which are communicative and free from misunderstanding or confusion. People may not keep on thinking that grammar has nothing to do with developing English competence because it actually does. Linguists have said so and a research has been conducted to prove it.

Key words: Grammar Skill, omission, stigma, English Competence, significance, rule, communicative,

It is an accepted belief that English has succeeded in establishing a claim to the title as the international language. Since technology is communicated, transferred, and recorded in English, people find it compulsory to have a good command of English. This will smooth their path to mastering the technology itself eventually. Even though English is only a foreign language in this country, its effects on our lives are enormous. Quite a few Indonesian words are adopted from English and used a lot in naming things around us. In line with that, English courses and formal institutions are established, promising people that they will be able to communicate in English only within a short period of time. Facilities are provided. People want to learn English in the nicest, most comfortable, and if possible, fastest way. That is good. However, the facts are sometimes disappointing. Some people keep asking about how to be good at speaking English while ignoring the fact that English has a skeleton called grammar. These people are inclined to be rather allergic to grammar. They seem to have entertained an idea that somehow, somewhere, someday, English can be learned with almost the absolute absence of grammar. These people dream all their lives through until they finally realize that they are already too old to do just about anything to improve their English. All this is due to their unreasonably incessant fright towards having to work on one of the most important elements of English called grammar.

This paper is aimed at convincing people of the necessity to possess grammar skills in order to better gain English competence as a means of communication.

GRAMMAR AS A FUNDAMENTAL ORGANIZING PRINCIPLE OF A LANGUAGE

One of the elements that is much too essential for EFL students to put aside is grammar. Grammar is the fundamental organizing principles of a language (Crystal, 1987, p.2). It is the concept which refers to the finite systems which specify and generate these infinite numbers of sentences. (Jacobs, 1968, p.273). And on the next page of his book, Jacobs concludes that

it is the possession of this grammar which makes it possible for us to produce and understand an infinite number of sentences, the vast majority of which are completely novel to us.

Everyone who speaks English, and also writes in English, must have known grammar consciously or intuitively. Without all this, one can only construct a group of scattered words enough to confuse his readers. Along with this, Crystal (1987, p.9) insists that we encounter ambiguity, imprecision, unintelligible speech or writing. To deal with these problems, we need to put grammar under the microscope and work out what went wrong.

In other words, English competence benefits from good grammar mastery. Alexander (1990, p.1) adds that there is no point in learning grammar for the sake of learning grammar. Grammar is the support system of communication and we learn it to communicate better.

Another writer named Butler (1987, p.1) also participates in supporting the idea. She states that precise grammatical usage promotes clear thinking and encourages logical and systematic transmission of ideas.

With quite a similar idea, Mackay (1987, p.263) affirms that comprehension is also affected by the grammar people use when they are talking. The order in which words appear in a sentence can make them easier or more difficult to understand.

GRAMMAR AS A WELL-PLANNED MANAGEMENT OF WORDS

English grammar comprises a lot of rules that organize the whole sentences. It is like a big company with a well-planned management that authorizes each member of its staff with certain job to do. If this share of job overlapped with one another, the company would suffer from inefficiency which might lead to bankruptcy. The same case happens to sentences. Misplacing words or using words with wrong forms will end up with confusing statements and misunderstanding.

To be more specific, English grammar tells how subject and predicate are connected together, how an adjective runs a position as a noun modifier, and how to construct a proper exclamatory or imperative statement. Above all, it changes the verb forms to indicate the time. This can be an obstacle to EFL students whose language does not demand the change of verbs to show the time. Furthermore, Kapili (1985, p. 79) says that verb forms signal not only the past or non-past but also distinct sentence meaning in relation to the nature of the activity or situation expressed in the sentence. Native speakers of English seldom have trouble differentiating among these possible meanings. But learners of English as a second language usually find these distinctions difficult.

It seems to the writer that it is not enough for the students only to know the functions of the verb forms as the time indicators. They still have to learn what kind of situation the verb forms present. The students will have to be able to apply which verb forms correspond to what they mean. This, according to Kapili (1985, p. 82), is a skill the students must master. He confirms that pinpointing the time or the time sequence of ideas and choosing the proper verb forms to express not only the time element but also the time of situation described are skills we must master. To express exactly what we mean, we must develop the ability to determine precisely the time element of the ideas, the nature of the events, and the proper verb forms.

GRAMMAR IN RELATION TO THE OTHER ENGLISH ASPECTS

Obviously, learning grammar should not be assumed as to have no link to the better capability of the other aspects of English such as speaking, writing, listening, reading or English language competence as a whole. Butler (1987, p.1) confirms that learning grammatical terms is an essential first step towards understanding what is correct and what is incorrect in the writing of English prose.

No one can say that a piece of a good writing has nothing to do with grammar. If he could, then he would have to contradict the above statements as well as the following stated by Palmer (1987, p. 6) which connects writing and grammar terminologically. He is of the opinion that It is no coincidence that the term grammar is derived from the Greek word meaning “to write” for the essential part of writing is that it reflects the grammatical system of the language.

That means if one has good mastery of grammar, it will help to make him write better. If he can write better, he can be assumed to have been accustomed to English patterns and accordingly, he will find it easy to apply the patterns orally. Good mastery of grammar supports one’s listening ability since one listens to the patterns which are familiar to him. The same case can be applied to his reading ability as well.

The Importance of Mastering Grammar

All the above statements from the language experts or linguists suggest that grammar speaks out aloud the way words do. We have no doubts about words bearing meanings but it should also occur to us that verb forms speak to us too. How should we know if somebody is really possessing something or it is only imaginary if we have no access to Conditional Sentence? How can we be convinced of somebody being in process of doing things at the moment of speaking if Present Continuous Tense is unknown to us? What about Active and Passive Voice which tells ‘who does what to whom’ or ‘who is victimized by whom’? How do we make ourselves understand or understood if we lack of grammatical skills? As English is not just a matter of words, our body is not merely composed of flesh. Our skeleton holds our body to stand up right and grammar pulls all those words together to become a sentence and finally a language. Therefore, it is a demand that EFL students master grammar in order to obtain a complete meaning of what an English sentence might indicate.

It is getting obvious now that grammar carries with it abundant and meaningful tasks to be carried out in exercising ways of constructing comprehensible sentences. One should keep in one’s mind that mastering grammar does not mean only memorizing rules of the language. It is more like holding onto a compass that tells directions of where to go so that one would not get lost and one would reach one’s destination through the most convenient, suitable paths. It can also be described as knowing some customs or habits. Once one intends to live in a certain place, one has no choice but to adapt to its customs and cultures in order to socialize with others. English language has its own customs and habits which are implemented in form of this so-called grammar.

Contradictory Opinions on Grammar

However, there are two kinds of opinions about grammar which are contradictory to each other. One is of those in favor of grammar and the other belongs to those opposed to it. The people of the anti-grammar side argue that it is no use studying grammar. The purpose of learning a foreign language is for the sake of being able to get involved in communicational situations. Grammar is nothing more than just a theory. Language is not supposed to be theoretical. It should be practical. When you learn a language, it is how to speak that really matters. Wasting your time sitting at your desk painstakingly memorizing rules of the English language will result in nothing more than just a headache.

On the other side, those who love studying grammar strongly believe that learning English without using the grammatical rules is impossible. Grammar is the most important part in a language system. A complete language system cannot be constituted without grammar. Thus, we can imagine that grammar is just like a frame of a house. Without this frame, good materials and building blocks cannot constitute a solid house. In other words,

misunderstanding and confusion are all that occur when piles of words are uttered without a good order or a proper management tool called grammar.

To be more specific, the writer includes some more opinions of those who are pro-grammar and of course, their opponents, those who are against studying grammar.

Let us start with the viewpoints of the pros. Palmer (1971) states that it is grammar that makes language so essentially a human characteristic. For though other creatures can make meaningful sounds, the link between sound and meaning is for them of a far more primitive kind than it is for man, and the link for man is grammar. Batstone (1994) also emphasizes the importance of grammar when he declares that if there were no grammar, language would be disorganized, leaving us seriously handicapped. So, grammar is the crucial centre point around which other components of the language systems move and are connected to one another. Cook (1996) emphasizes this point when he claims that however important the other components of language may be in themselves, they are connected to each other through grammar. Grammar is often called the computational system that relates sound and meaning, trivial in itself but impossible to manage without.” In this case, grammar is known as an important coordinator of other components of language. Scacella and Oxford (1992) also supports by stating that grammatical competence is an umbrella concept that includes increasing expertise in grammar. This implies that our learners should understand English language structures accurately to become fluent. Swan (1998) believes that knowing how to build and use certain structures makes it feasible to communicate common types of meaning successfully. Without these structures, it is difficult to make comprehensible sentences. He also points out that in some social contexts, serious deviance from native-speaker rules can put off integration and arouse prejudice—a person who speaks badly may be considered uneducated or stupid.

The language competence means that one has a good command of grammar and words, and can speak, read and write in grammatical foreign or second language. In conversation, if someone made mistakes in his pronunciation, grammar or words spelling, it will lead to misunderstanding and tedium to others, and even spoil their relationship. Therefore, we should try to develop the students’ ability of using language in communication in a correct way (Zhong-guo & Min-yan, 2007). In addition, Reynaud (2010) claims the better a learner knows the grammar of a language the easier it will be for him to get knowledge of correct usage, and the easier it will be for him to communicate in the language and not be misunderstood by others.

Now, let us give some space to those on the opposite side, the cons. Buhary (2009) mentions that you do not need a good knowledge of grammar to obtain your aim across in English. We see children achieve knowledge of new languages naturally because they learn that particular language without bothering about grammar. They may not even know what grammar is. Kaufmann (2010) supports by saying that he is strongly convinced that his anti-grammar reaction is quite common. People do not like theoretical explanations. People do not like to read manuals. Then, Raymond (2010) insists that learning grammar rules is the stupidest thing you can do. The two main reasons: 1. it is impossible to memorize all those hundreds of grammar rules anyway. 2. When speaking English you do not have time to think “What tense should I use? Let’s see. I want to present the idea of action continuing up to the present time, so I should use the present perfect tense?”. You want to use your English naturally. Grammar rules may improve your scores in test, but they do not improve your English. In line with that, even an English teacher by the name of Pennington (2010) reveals that students do not like grammar and they do not remember what they are taught. Grammar is boring. She further says that she wants to be a fun and interesting teacher. She is angling for teacher of the year and she is not about to let grammar get in the way.

English letters? Can you still say that grammar is not so important that learning it is a waste of time?

❖ **Daily Conversation of English**

Some people say that the native speakers of English do not speak with grammar. To prove whether it is so, the writer watches an English movie that certainly contains daily conversations. To be more precise, you can observe the movie with an English subtitle so that you can notice word per word of what the actors say without fear of your listening ability getting in the way. The following quotation of a dialogue in one of the scenes of the last three years' most sensational movie entitled 2012, may serve the purpose:

Jackson: "Kate, California is going down! Pack up the kids now!

Kate : "They just got back. God, you sound like a crazy person. The Governor said we're fine now"

Jackson: "The guy's an actor, he's reading a script! When they tell you not to panic, that's when you run!"

You bet. Grammatical mistakes are nowhere to be found in the above dialogue. Grammar seems to stick to every word of it and put every single word in the right place to form sentences and thus, to form meaning. The scene is depicting panicking situation, but still, the actor speaks in such a way that grammar is still the foundation on which his words stick together.

❖ **A Previous Research Study**

In addition, A research was conducted by Parnaz Kianiparsa and Sara Vali in the Payame Noor University in Iran in 2010. The title of the research is "The Effect of Grammar Learning on Speaking Ability of EFL Learners". Most of the Iranian students involved in the research believe that speaking is the most important skill in learning English or a foreign language. They also confirm that their main aim is to learn how to speak; however, in order to reach this goal they also believe in the necessity of learning grammatical rules and points because observing grammatical points is essential for putting words into proper sentences. In short, learning grammar is effective in speaking English as a foreign language.

DISCUSSION

If we study a foreign language, we have no choice but to copy everything in the language. The process of studying a foreign language is the process of imitating and adapting to everything in the language like how to pronounce the words and, most importantly, how these words are ordered in their sentences which is called grammar. It would be tedious to memorize thousands of sentences in English and wait for the right opportunity to speak them out. It will be much simpler to know the way of putting these words together by using a collection of techniques called grammar. In that way we can build our own sentences when communicating with others instead of racking our brains trying to memorize English expressions without knowing when the time will come for us to use them.

The fact that there are still people out there who claim that language acquisition is possible without having to study grammar can be explained in this way. If we were a child and lived in an English speaking country, we would be surrounded by English twenty-four

hours a day. We would listen to English night and day and naturally we would be exposed to adopting the language. For example the people around us said ‘I am watching Television’; ‘I am cleaning my room’, ‘I am having my breakfast’, etc. We would also say the same sentences under the same situational events. We might not know that those sentences we uttered are called Present Continuous Tense but instinctively we had known the way to express an activity that is happening at the moment of speaking known in grammar as Present Continuous Tense. It is true that we should learn to speak like a child who learns to speak. The question is which child? Are we referring to an English child leaning the English language? That would be so inapplicable to ourselves who are no longer children and not at all surrounded by English every day. In fact, not every one of us can afford to live in the English speaking countries to get some real experiences of adopting the language patterns naturally and subconsciously. In that case, we have to be told of the short-cut way to knowing the English patterns deliberately and this is what learning grammar is all about. Constructing our own English sentences is only possible if we know the technique and that is when learning grammar really comes in handy. Everybody who speaks English well has mastered grammar although they might not be aware of its linguistic terms of the grammar points.

Some might say that people do not like theoretical explanations and people do not like to read manuals. This could be true but it does not mean that grammar should be put aside all together. People who think that learning grammar is like being exposed to theoretical explanations might as well have had an experience of being faced with theoretical explanations when learning grammar and are traumatized by that. In this case, learning grammar should be stressed on the applications of the language rules into real life situations. In other words, a more communicative approach should be given to avoid the impression that we were bombarded by English ‘dead’ rules when it comes to learning grammar. And about associating studying grammar with reading manuals? The writer would personally spend a few minutes of his time reading manuals to direct him in the right course of action and fend off the possible mess resulting from a careless action due to ignoring information a manual might very likely provide.

One may say that it is impossible to memorize hundreds of English rules in the English grammar. First of all, rules are made to put things in order and to get rid of confusion. Learning grammar is not at all about memorizing rules. But it is about applying rules of how words are supposed to be put together to present what we mean to pass on to others with the least possible misunderstanding. Second, when we learn a foreign language, do not expect to exclude memorization all together. There are thousands of words out there to be retained in our memory. Compared to the English patterns, English words are far much greater in number. Besides, once we know Simple Past Tense, for instance, we can construct, on our own, thousands of sentences to show events or activities that happened in the past. We can say that reluctance to learn grammar due to failing to recognize its importance is like a cook refusing recipes while not knowing how to make his cookies. Thus, grammar is like a recipe. It may take the form of a piece of writing labeled as “recipe” or it may have been on the cook’s mind and just invisible to every one’s eyes but materializes itself in forms of foods that he makes.

Everyone could say that when we speak, we do not have time to think of what tense to use. In fact, we really do not have to think of what tense to use before saying anything because grammar will come naturally if we are accustomed to it and are used to using it in our speaking habits. Learning grammar is like learning self-defense art such as karate or taekwondo. We do not have to think of the name of the move we are about to make before attacking or defending ourselves. But in the course of learning this art, you are introduced to the names of the move and how to make the move properly, and are trained to do the move

over and over again until it circulates in your line of habits and becomes automatically practicable in real fighting events.

Some people are inclined to think that grammar is boring. It is possibly the way of learning it that makes the impression. If we move back and forth in our room attempting to memorize the exact words of the definition of Present Continuous Tense, for example, it is not only boring but also head aching. But if we look at the people around us and manage to describe what they are doing in the correct pattern, it will be very rewarding and motivating.

If we moved round asking people whether they like grammar or not, the answers could still be yes or no. But if we really love English, we will find enjoyment every time we deal with any aspect of English such as speaking, reading, listening, writing, vocabulary, and of course with this phenomenal fundamental organizing principle of a language called grammar. Again, if we really have fallen in love in English, there will be no reason for us to find that learning grammar is stressing or boring, but indeed, it is very exciting, motivating, and challenging.

Based on the above discussion, it has been proven that learning grammar is important especially for non-native speakers of English. Grammar is the core of a language and thus, possessing grammar skill is very important to develop our English competence.

CONCLUSION

In this paper the writer has discussed how important grammar skills are to develop English competence. It has been so stated by linguists and scientists and has been so proved by a research study and some undeniable facts elaborated in this paper. Hopefully, having read this paper, those who refuse to study grammar will start peeling off the negative stigma attached to grammar and begin to look at it with new eyes of pleasures and, most importantly, realize the importance of possessing grammar skills to develop English competence.

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THE INFLUENCE OF READER-GENERATED QUESTIONS AND READING ATTITUDE TOWARD STUDENTS' READING COMPREHENSION ACHIEVEMENT OF THE ELEVENTH GRADERS OF SMA PGRI 2 OF PALEMBANG

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ABSTRACT: This study aimed at finding out whether or not if (1) there is a significant difference in reading comprehension achievement between the students who are taught using reader-generated questions and those taught using conventional strategy; (2) there is a significant difference in reading comprehension achievement between the students who are in positive and negative attitude after being taught using reader-generated questions and those taught using conventional strategy; (3) there is an interaction effect of reader-generated questions and reading attitude on the students' reading comprehension achievement. The writer used experimental method and factorial design as the approach of the study. 64 students were taken as his research sample, 32 students represented in an experimental group and the rest of them were in the control group. In accordance with the purpose of the study, independent t-test and two-way ANOVA were employed in the study. The findings of the study showed that: (1) there was a significant difference in reading comprehension achievement between the students who were taught using reader-generated questions and those taught using conventional strategy, indicated by p-output (0.000) which was lower than 0.05. (2) there was a significant difference in reading comprehension achievement between the students who were in positive and negative attitude after being taught using reader-generated questions and those taught using conventional strategy, indicated by p-output (0.000) which was lower than 0.05. (3) there was no significant interaction effect of reader-generated questions and reading attitude on the students' reading comprehension achievement, indicated by p-output (0.960) which was higher than 0.05.

Key words: Reader-generated questions strategy, reading attitudes, and reading comprehension achievement

There are several factors that can influence the students' ability to comprehend the text, such the strategy used in reading and attitude toward reading. Brown (2001, p.217) states that strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planned designs for controlling and manipulating certain information. Reading strategies help readers comprehend what the text of reading is about.

One of the strategies that the teachers can apply is by using reader-generated questionings or self-questionings. Reader-generated questions or self-questionings are the ongoing process of asking questions before, during, and after reading that are used by a reader to understand text. The questions posed are based on clues that are found in the text and are generated to spark curiosity that focuses the reader's attention on investigating, understanding, and connecting to the text.

Reader-generated questions or self-questionings are designed to help students effectively understand complex reading demand. King (1989) cited in Shang and Chin (2010, p.42) proposed that the focus of questions-generated strategy is to let readers' attention fully concentrate on major concepts of the texts, and then to analyze the content with the prior knowledge and to do evaluation during the process of questioning and answering. If readers cannot correctly answer the questions which they generate, it means that the readers do not understand the content of the text clearly and deeply. Therefore, through reader-generated questions use, reader could be aware what they have already known or not after reading.

Another factor that affects reading comprehension is the students' reading attitude.

Attitudes toward reading, defined as an individual's feelings about reading, caused students to approach or avoid a reading situation. Attitudes strongly influence motivation and affect achievement in reading. Students who see themselves as readers have positive attitudes toward reading. They are motivated to read and they read for a variety of purposes (e.g., for enjoyment, to obtain new information, to gain understanding of issues, to learn about themselves). These students also set goals for their reading and are engaged with texts. In short, they are more likely to read. Meanwhile, students with poor attitudes toward reading will usually read only when they have to and will often “fake it” during independent reading. Due to their lack of reading experience, they will likely not be able to comprehend complex texts beyond a literal level.

RESEARCH QUESTIONS

There are three research questions in this study. They are:

1. Is there any significant difference in reading comprehension achievement between the students who are taught using reader-generated questions and those taught using conventional strategy?
2. Is there any significant difference in reading comprehension achievement between the students who are in positive and negative reading attitude after being taught using reader-generated questions and those taught using conventional strategy?
3. Is there any interaction effect of reader-generated questions and reading attitude on the students' reading comprehension achievement?

OBJECTIVES OF THE STUDY

The findings of this study were carried out whether or not if:

1. There is a significant difference in reading comprehension achievement between the students who are taught using reader-generated questions and those taught using conventional strategy.
2. There is a significant difference in reading comprehension achievement between the students who are in positive attitude and negative attitude after being taught using reader-generated questions and those taught using conventional strategy.
3. There is an interaction effect of reader-generated questions and reading attitude on the students' reading comprehension achievement.

LITERATURE REVIEW

1. Reading Comprehension

Reading is not easy to master. Knowing the meaning of words alone does not help the reader understand what he or she reads. It means that a reader must be able to see a connection of some kinds between what he or she knows (prior knowledge) and what he or she reads (something new to learn) in the text or book her or she is reading. In addition, Cooper (1986, p.19) says that if a reader does not comprehend what is in the printed page, he or she is not reading. He or she simply pronounces the words. Reading occurs when a reader is able to attach meaning to the words. In other words, if one has the ability to comprehend what he or she is reading, he or she actually has the ability to associate meaning with the printed symbols or the ability to bring the meaning to the printed page.

2. Reader-Generated Questions

Generating or asking questions about a text helps students clarify their thinking and better understand what they are reading. Effective readers are always asking themselves questions; less effective readers rarely question. Questioning and self-questioning strategies are effective ways of promoting self-directed learners. Research on self-questioning shows that questions created by the student are much more effective than questions given to the student by someone else.

There are five steps for using Reader-Generated Questions or self-questionings strategies that are stated as follows:

- 1) Step 1: **A**ttend to clues as you read
 - a. In the first step, readers start reading, and they look for clues that can help them create their questions.
 - b. Title and pictures might serve as clues that make readers wonder and help them solve the mastery of what the passage is about and get their mind active.
- 2) Step 2: **S**ay some questions
This means that after readers find a clue and start wondering about it, they say questions to themselves by using 7 WH + 1 H questions.
- 3) Step 3: **K**eeep predictions in mind.
 - a. Means that readers guess what the answers to their questions might be (the questions from step 2).
 - b. Example, if their question is “*What does this girl look like?*” *What might they predict or guess that she look like?*”
- 4) Step 4: **I**dentify the answer.
 - a. This means that readers read some more and try to find the answer to their questions.
 - b. Example, after they have asked themselves, “*What does the girl look like?*” and they made some predictions, they might find in the next few sentences that she has brown hair, brown eyes, and is wearing a purple raincoat.
- 5) Step 5: **T**alk about the answer.
 - a. Means that readers first think about the answer and then compare it to their prediction.
 - b. Decide whether their prediction was wrong or right.
 - c. Then they put the answer in their own words.
 - d. Example, they might say, “*The girl has brown hair and brown eyes. I was right about the eyes but wrong about her hair and what she was wearing. She has on a purple raincoat.*”

(Maxwell, 2001 accessed from <http://www.answers.com/topic/self-questioninginreading>, access on Sunday, 10th of October 2012).

3. Reading Attitude

Reading attitude is a complex theoretical construct. It is defined in various ways. For example Smith (in Yamashita, 2004, p.4) defines reading attitude as a state of mind, accompanied by feelings and emotions that make reading more or less probable. In other words he says that

attitude toward reading can cause the learner approach or avoid a reading situation. By having good or positive attitude toward reading students will like to read.

According to Wixson and Lipson cited in McKenna (1990, p.76), students' attitude toward reading is a central factor that affects reading performance. In other words, reading attitude brings a big effect in reading performance. If it is positive, it affects positive reading performance, if it is negative; it affects the negative reading performance.

METHODOLOGY

In this study, the writer used experimental method. The experimental design used was factorial design.

Population and Sample

The population of the research was the eleventh social graders of SMA PGRI 2 of Palembang in the academic year of 2013/2014. The total number of population was 238 students. From 238 students, the writer took 64 students as his research sample by using two stages random sampling. Two classes were chosen in which one class becomes a control group and the other class becomes the experimental group. There were 32 students for each group; the experimental group was taught by using reader-generated questions and 32 students in the control group were taught using conventional strategy.

Technique for Collecting the Data

In collecting the data, the writer used two kinds of instruments. They were questionnaire and test. The writer used Rhody Secondary Reading attitude Assessment questionnaire designed by Tullock-Rhoddy R & Alexander J.E. (1980) that is cited in Puspita (2011, p.54). In order to answer the questionnaire items, the students selected a suitable response by using a five-point Likert-scale with the responses: strongly agree, agree, uncertain, disagree, strongly disagree and described in table 1 below.

Table 1
Students' Reading Attitudes Responses

No	Responses	Score
1	Strongly agree	5
2	Agree	4
3	Uncertain	3
4	Disagree	2
5	Strongly disagree	1

Technique for Analyzing the Data

The questionnaires data were analyzed by applying scales to get whether the students had positive attitude or negative attitude towards reading. The formula was presented below.

<p>Total of Student Scores</p> <p>Total of the items (25)</p>

(Kurniawan, 2011, p.31)

The maximum mean for the students reading attitude was 5.00. It was divided into two; they were 50 % for positive attitude and 50 % for negative attitude. So, the criteria for the students' reading attitude survey were if the result was 2.50 or above, it was associated that the student was in positive attitude towards reading. Then if the result was lower than 2.50, it was associated that the student was in negative towards reading.

Meanwhile, the test was used to get the students reading comprehension scores. The writer gave two kinds of tests, pretest (given before the treatment) and posttest (given after the treatment). There were forty questions in the form of multiple choices. The students were asked to choose one correct answer by crossing the options. The correct answer was scored by 2.5 and the wrong one was scored by 0. Since there were forty questions in the test, the highest score was 100 and the lowest score was 0. In analyzing the data from the test, the writer used descriptive statistics, normality and homogeneity test, independent t-test and two-way ANOVA.

RESULTS AND DISCUSSION

1. *Measuring a significant difference in reading comprehension achievement between the students who were taught using reader-generated questions and those taught using conventional strategy*

From the statistics calculation using independent sample t-test, it was found that the p-output was 0.000. When the p-output was lower than the mean significant difference at the 0.05 level, it can be concluded that there was significant different in reading comprehension achievement between the students who were taught using reader-generated questions and those taught using conventional strategy. The further calculation of using independent sample t-test was displayed in table 2.

Table 2

Result Analysis of a Significant Difference in Reading Comprehension Achievement Between the Students Taught using Reader-Generated Questions and Those taught Using Conventional Strategy

RGQ and Conventional Reading Strategy	Independent Sample T-Test			Ho
	T	Df	Sig. (2-tailed)	
	13.302	62	0.000	Rejected

2. *Measuring a significant difference in reading comprehension achievement between the students who were in positive and negative attitude after being taught using reader-generated questions and those taught using conventional strategy*

From the statistics calculation using independent sample t-test, it was found that the t-output was 0.000. When the p-output was lower than the mean significant difference at the 0.05 level, it can be concluded that there was a significant difference in reading comprehension achievement between the students who were in positive and negative attitude after being taught using reader-generated questions and those taught using conventional strategy. The further calculation of the independent sample t-test was displayed in table 3 and table 4

Table 3

Result Analysis of the Significant Difference in Reading Comprehension Achievement Between the Students Who were in Positive Attitude after Being Taught Using Reader-Generated Questions and Those Taught Using Conventional Strategy

Positive attitude RGQ and Positive Attitude Conventional Strategy	Independent Sample T-Test			Ho
	T	Df	Sig. (2-tailed)	
	9.349	30	0.000	Rejected

Table 4

Result Analysis of the Significant Difference in Reading Comprehension Achievement Between the Students Who were in Negative Attitude after Being Taught Using Reader-Generated Questions and Those Taught Using Conventional Strategy

Negative attitude RGQ and Negative attitude Conventional Strategy	Independent Sample T-Test			Ho
	T	Df	Sig. (2-tailed)	
	9.177	30	0.000	Rejected

3 Measuring an interaction effect of reader-generated questions and reading attitude on the students' reading comprehension achievement

From statistics analysis, it was found that the p-output was 0.960. It can be interpreted that there was no significant interaction effects of reader-generated questions and reading attitude on the students' reading comprehension achievement since the p-output was higher than 0.05. The calculation analysis was displayed in Table 5.

Table 5

The Significant Interaction Effects of Reader-Generated Questions and Reading Attitude on the Students' Reading Comprehension Achievement

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Ho
Learning_Strategy * reading_attitudes	0.181	1	0.181	0.003	.960	Accepted

a. R Squared = .741 (Adjusted R Squared = .728)

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the results and discussion above, the writer concluded that: First, there was a significant difference in reading comprehension achievement between the students who were taught using reader-generated questions and those taught using conventional strategy, indicated by p-output (0.000) which was lower than 0.05. In other word, it can be concluded that there was a significant influence of reader-generated questions on the students' reading comprehension achievement.

Second, there was a significant difference in reading comprehension achievement between the students who were in positive and negative attitude after being taught using reader-generated questions and those taught using conventional strategy, indicated by p-output (0.000) which was lower than 0.05. In other word, it can be concluded that, there was a significant influence of positive and negative attitude taught by using reader-generated questions on the students' reading comprehension achievement.

Finally, there was no significant interaction effects of reader-generated questions and reading attitude on the students' reading comprehension achievement, indicated by p-output (0.960) which was higher than 0.05.

Suggestions

Based on the findings above, the writer would like to offer some suggestions to the teachers and the students of English.

☉ To the teachers

- a. Teachers of English should explore the kinds of teaching strategies to improve their students' reading comprehension achievement. One of them is reader-generated questions.
- b. Teachers should be able to select an interesting material to be taught to students in order to stimulate and increase their positive attitude toward learning English.

☉ To the students

By applying this suggested reading strategy, it is hoped that all students (especially the students of SMA PGRI 2 Palembang) can develop their reading skill and facilitate them to read more to open their broad knowledge skill in reading since reading is a source of knowledge.

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