

**THE INSTRUCTIONAL DESIGN OF ENGLISH TEACHING
AT SMK BINA PATRIA 1 SUKOHARJO :
A MICRO ETHNOGRAPHIC STUDY**



ARTICLE

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By

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APPROVAL

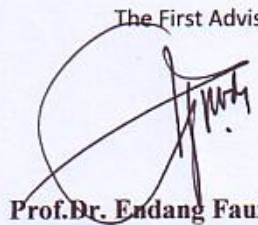
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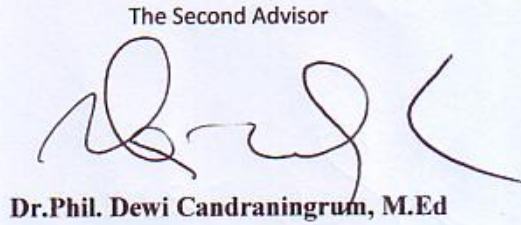
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ABSTRACT

Kuswahyuningsih : The Instructional Design of English Teaching at SMK Bina Patria I Sukoharjo: A Micro Ethnographic Study. Thesis. English Department. Graduate School. Muhammadiyah University of Surakarta. 2013.

English has become major device as a bridge of international communication. The existence of instructional design is a recent issue in English teaching specially in Vocational High School. The research problem of the study is how the instructional design of English teaching at SMK Bina Patria 1 Sukoharjo. The objectives of the study reveal briefly of instructional design of English teaching at SMK Bina Patria I Sukoharjo in which encompasses syllabus, learning objective, instructional material, teaching design, evaluation and strengths-weaknesses of English teaching. The research was an ethnographic study. The efforts of study overview notional-functional syllabus which categorized into novice, elementary, intermediate level. The learning objectives are general and specific learning outcome. The instructional material is divided into printed, audio and visual material. Teacher's roles are facilitator, observer, organizer, and explainer. The student's roles are processor, performer, and listener. The classroom procedure is three patterns namely: BKOF-MOT-JCOT-ICOT, BKOF-MOT-JCOT, and BKOF-MOT-JCOT. The classroom activities are advance organizer, presentation, classroom practice, role play, comprehension, answer question and reading aloud. The media are grouped into two forms. The first is printed media such as picture, rainbow envelop and colorful letter. The second is unprinted media entails slide, cassette and compact disk. The evaluation describes evaluation model and kind of evaluation. The evaluation models are dialogue completion task, multiple choice and cloze procedural text. The kind of evaluation involves formative and summative evaluation. There are strength and weakness among the instructional design of English teaching at SMK Bina Patria 1 Sukoharjo. Departing with the finding, discussion, conclusion and implication, the writer suggests for English teacher to encourage students' engagement in the classroom. The application of diverse methods and techniques are obviously required in English teaching. The writer also recommends for future researcher to expand the study in other research field.

Keywords: Instructional Design, Teaching, Learning

INTRODUCTION

English is a piece of equipment as bridge of international communication. In the world wide view, there is alteration of value, norms in society urges the educational institution must search and establish the most suitable way to educate the future generation. In order to prepare the students facing their future, they must have competency to respond the rapidly changing and increasingly multiple environment.

Rely on the crucial function of English, the Indonesian Education of Ministry has conducted English in curriculum by involving scholars, human resource education development, house representative and government officers have paid attentions to English language teaching. They endorse English because it is one of vehicles of global communication, information and transfer of science and technology. The spotlight of education system is deliberated mainly to assemble the learners' needs and adjust education with the development of science and technology. There is particular portion and position for English in educational system. It is language other than Indonesian language and local language, compulsory for Indonesian students from lower secondary school to university level.

The existence of English at Vocational High School is recent issue which have invited more attention to Education and Culture Ministry. "SMK BiSA" is claimed as spirit of education national development. Due to the phenomenon, Richard and Rodger (2001:20) argued that instructional design is a framework through which teacher takes the planned learning and teaching action to a lesson. Depart to those theories; the existence of instructional design is obviously needed in English teaching specially in Vocational High School.

Some components of instructional design in English teaching such as the general and specific objectives, syllabus model, type of learning and teaching activity, learner's role, teacher's role and instructional material. All of the aspects have main goal to provide students with good command of English so that they are able to take part in

various academic activities, most of which are conveyed in English. Therefore, the successfulness of attaining English cannot be separated with the instructional design.

Ministry of Education has declared English teaching in Indonesia applied 2006 curricula at Senior high school and Vocational High school by conducting School Based Curriculum Development which also familiar as KTSP (Kurikulum Tingkat Satuan Pendidikan). It was designed to be one of educational innovation to enhance the quality of education. KTSP referred on Permendiknas No.22 2006 . English teaching is delivered in regulation of the competency standard implementation.

Due to English teaching, basic factors are teacher and learner's involvement. Those aspects are giving contributions in teaching learning process. There will be not learning if learner don't take part as well in it. Vice verse, the role of teachers endorse pupil in achieving education outcome. It is not doubt that every learning process' purpose are reaching and progressing learning's achievement, aptitude and attitude . The success of learning process which delivers the student's mind, feeling and knowledge better and larger. By receiving of learning material are hoped that they attain fruitful, beneficial and meaningful case, so they can absorb from some activities such as taking a note, responding and sharing their idea and hopefully learning process become attractively.

Regarding with the instructional design of English teaching at SMK Bina Patria 1 Sukoharjo, it appears writer's curiosity to reveal it. SMK Bina Patria 1 Sukoharjo is the oldest vocational school at Sukoharjo. The school gets grade "A" in accreditation which is held by BAN (National Accreditation Foundation) at 2012. It also get certificate of SAI 900 2008 GLOBAL which give license of school management. The school graduated of this school usually have booked by many companies. It is because they have competency in mechanic, electricity and computer which is encouraged by foreign language such as Japanese and also English.

The Instructional design of English teaching at Vocational High School is fascinating to study because the teaching learning process of English is occurred in many aspects of it. Therefore, the researcher decided to deliver the study with title " **THE**

INSTRUCTIONAL DESIGN OF ENGLISH TEACHING AT SMK BINA PATRIA 1 SUKOHARJO : A MICRO ETHNOGRAPHIC STUDY”.

Research Problem was How the instructional design of English teaching at SMK Bina Patria 1 Sukoharjo. From the research problem, it will appear some research questions are namely : 1) What is the syllabus used for English teaching?, 2) What are the learning objectives of English teaching?, 3) What are the instructional materials used for English teaching?, 4) What are the teaching design applied in English teaching? The designs include the following aspects such as : a) What is the teacher's role?, b) What is the student's role?, c) What is classroom activities?, d) What is classroom's procedure? And e) What are the media used? 5) What is the evaluation used for English teaching? And 6) What are strengths and weaknesses of instructional design of English teaching.

The objective of the study involves to illustrate the syllabuses that used for English teaching, to unearth the learning objectives of English teaching, to describe instructional material used for English teaching, to reveal teaching design involves teacher's role, student's role, classroom activity, classroom procedure and media used for English teaching and to portray the evaluation model used for English teaching.

UNDERLYING THEORY

There are many research articles have been arranged by some people which discuss about instructional design. It is indispensable for the writer and may for the reader to capture the more specific and what is the different or similar point between the exploration with the preceded research that have done by other investigation.

The first study has written by Velasques and Holquin (2012) with title, "Describing Two Teacher's Instructional Design For language Teaching and Correlation to Colombian Standard for Learning English. In the term of instructional design that research basically equal with this study, but after the writer surge all element of instructional design, it is obviously different. They rigidly discussed what instructional design or method design and also how the procedure in the instructional design used by teacher relates for learning

English in Colombia. While the study actually not talking about how procedure in the instructional design by teacher or any researcher's idea available used by subject or for undertaking the object. The idea of the study is to reveal the instructional design of English teaching at Vocational High School.

The second study is Abrar (2012) with his investigation topic, "Teaching-Learning process of English at English Course: An Ethnographic Study in Pare, Kediri, East Java. His research finding is generalized on how teaching-learning process of English at course and also portrayed the components of teaching-learning process. His finding research is description of English course that is one of non formal educations which have own authority to determine the component of teaching-learning process. For so case that previous research was also dissimilar with this inquiry work. It reveals the instructional design at formal education which its elements have arranged by national government.

Futher more, Purwanti (2012) has designed a study with title," The implementation of English Language Teaching at Kinder garden". Her study unearthed the objectives, syllabus, activities, teacher's role and student's role, material. Her research focused on kinder garden student. Her investigation stood by Purwanti was also unequal with this study and fact finding. She concern in young learner as a subject of research, while the the previous study is paying attention for teenager learner. The only reason why the study displayed by Purwanti (2012) took as previous study is because his study also talking about the aspects of instructional design.

Another study entitled," English Teaching Learning Process in Public Elementary Schools: A descriptive Study an Kecamatan Cileunyi". It was written by Harun (2013). The main result of the study involved four matter which was compiled as follows: The first is the elementary students should be prepared as a student for further level of education. The second is he diverse activities relied on English teaching such as a pronunciation drill, applying part of exercise, total physical respond and conducting song. The third is the problem faced by teacher consist of parent's lackness attention and school's facility. The fourth is student's problem related with writing competence and pronunciation. The study

has projected by Harun emphasize the teaching learning in Elementary school which is not discussed all elements in English teaching. It obvious different that the issue of previous study delivered all components of instructional design in higher school.

The underlying theory was consisted of previous study and theoretical review. The previous study encompasses several researchers who have conducted the study of instructional design of English teaching. They are Velasquez and Holguin's work (2012) was published by Universida Tecnologica De Pereires, Abrar (2012) was published Muhammadiyah University of Surakarta, Purwanti's work (2012) was presented Sebelas Maret University of Surakarta, Harun's reasearch (2011) was delivered at Education Indonesia University of Bandung and Fatmawati's work (2010) was provided at Sebelas Maret University of Surakarta.

The theoretical reviews are consisted from instructional design, teaching and learning. The first is instructional design. It is the instructional design that also called method design. Richard and Rodger (2001: 28) argued that it is the framework through which teacher takes the planned learning and teaching action to a lesson. Richard and Lockhart (1994: 43) also stated that instructional design usually is intended set of action or unconscious behavior because many times teachers represent in action what they do not seem to be able to express in theoretical orientation. The elements of instructional design stated in Richard and Rodger (2001: 20) defined design as the level of method analysis in which we consider : a) what the objectives of method are, b) how language content is selected and organized within the method, that is, the syllabus model the method incorporates, c) type of learning task and teaching activities the method advocates, d) the role of the learner, e) the role of teachers and f) the role of instructional material. The second is teaching.

RESEARCH METHODOLOGY

The type of research that is used by the writer is qualitative research. Denzin and Lincoln (2005: 3) claimed that qualitative research is situated activity that locates the

observer in the world. The writer applies one of them. That is an ethnographic study. Cresswell (2007: 84) stated that an ethnography focused on entire cultural group granted, sometimes this cultural group may be small (a few teacher, a few social workers) but typically it is large, involving many people who interact overtime (teacher in an entire school and a community social work group).

This research is held at SMK Bina Patria 1 Sukoharjo. It is sited on Wadyopranoto Street No. 39 Sukoharjo. Its location is in the middle of Sukoharjo city where it can be reached by public transportation easily. The methods of collecting data are observation, interview, and document analysis. The data collection is triangulation. It carried out event, informant and document. The techniques of analyzing data are reduction data, data categorization, synthesis, and arrange work proportionally.

FINDING AND DISCUSSION

There are six major matters in the research findings. First is syllabus in instructional design of English. Second, learning objective applies in English instructional design. Third is the instructional material that used. Fourth is teaching design includes teacher's role, students' role, classroom activity, classroom procedure and media. Fifth is evaluation and the last is the strength and weakness.

1. Syllabus

Syllabus is one of crucial things in instructional design in the school. It is a teaching-learning plan in certain group or subject involving some teaching-learning components that will be conducted in the classroom. The existence of syllabus is tied up to curriculum. The term of curriculum and syllabus is closely related in instructional design. The main points of the difference between those terms that curricula have wider scope with main concerns are purpose, content methodology and evaluation. On the other hand, syllabus merely deals with the content of what is to be taught and how the stage applied.

Syllabus is applied at SMK Bina Patria 1 Sukoharjo is stated on School Based Level Curriculum which is familiar with KTSP. It is operational curriculum which designed and

operated by each unit level of education. It orients on the result and impact coming out from the students themselves by varieties of meaningful experience that can be manifest in accordance to their needs. As cited on the guide line book entitled “Teknik Penyusunan KTSP dan Silabus SMK” issued by BNSP (Education National Standard of Board) stated that there are three main objectives of studying English language teaching such as: 1) Developing communicative competence in spoken and written form to reach and functional literacy, 2) Having awareness of importance of English to compete in global society, and 3) Developing students’ understanding about the relationship between language and culture. Students are guided to get four languages skill through material having much to do with their lives and related to their job vacancy so that they can apply the language in real situation which are prepared to be immediately employable and being professional workers.

Syllabus is mentioned as one of the component of KTSP 2006 Curriculum. In other words, the principle of syllabus is adapted from KTSP Curriculum. According to Sudira (2006) stated that KTSP is an operational curriculum developed and implemented in its level of education. KTSP consists of the goal of education, structure and content of curriculum, education calendar and a syllabus.

As cited previously, the core of School Based Level Curriculum are focused on student’s potential development, need and existing environment. It means that English syllabus in the study is syllabus which developed by Vocational Teacher Association at Sukoharjo regency. It follows the narrative models of syllabus which entails the component of objectives, standard competence, basic competence, learning material, indicator, time allotment, scope of learning and resources. Kinds of syllabus

Depart to the underlying theories and the data from document, the syllabus to SMK Bina Patria 1 Sukoharjo is called notional-functional syllabus. These underlying theories are supported by Richard and Rodger (2001) and Rajee (2013). The notional-functional syllabus is ruled in School Based Curriculum (SBLC) or familiar with Kurikulum Tingkat Satuan Pendidikan (KTSP).

The principal highlighting of syllabus is upon communicative purpose and conceptual meaning of language in novice, elementary and intermediate level. The notional syllabus is its attention to function as the organizing elements of a foreign language curriculum. Grammar is attended only in that it explains the various forms used to accomplish certain function. In other words, the content of language teaching is number of function that are performed on using language or the notion which language is utilized to express. Function can be exemplified by instances such as greeting and leave taking, introducing, thanking, apologizing, permission, regret and apologize expression, sympathy expression, offering thing and service expression, feeling and hobby expression and preference expression.

2. Learning Objectives

Learning objectives are general statement which is intended effort in language program. There are two learning objectives explained in chapter 2 which based on Richard's theories. Richard (1997: 56) stated that curriculum goal are general statements of the intended outcome of language program and represent what curriculum planner believe to be desirable and attain the program aim based on the constrains revealed in the need analysis. The learning objectives of teaching – learning process is SMK Bina Patria 1 is categorized into two namely, general objectives and specific objectives. It refers to School Level Based curriculum (SLBC) or Kurikulum Tingkat Satuan Pendidikan (KTSP).

3. Instructional Material

The taking part of material is so essential in the classroom. The teachers can not deliver their instructional design without the existence of material. Richard (2001) argued that instructional materials generally serve as basis for much of language inputs for learners receive and practice language that occurs in the classroom. These may take the form such as: a) Printed material such as book, workbooks, worksheet, b) Unprinted material such as cassette or audio material, videos, computer-based material, and c) Material that comprises both print and unprinted source as self-access material and material on the internet. The instructional material, it absolutely encourages in teaching.

Material is delivered based on syllabus and instructional is the lesson given in one meeting by teacher as a guide for the students to learn. The instructional material which is used at SMK Bina Patria 1 Sukoharjo is categorized into printed material, audio material and visual material.

4. Teaching Design

These principles were applied at SMK Bina Patria 1 Sukoharjo which are founded on observation January –June 2013. To illuminate the instructional design, there are five aspects have been chosen for discussion are namely: a) Teacher's Role, b) Student's Role, c) Classroom Procedure, d) Classroom Activity, and e) Media.

a. Teacher's Role

Teaching is usually regarded as something that teachers do in order to bring about change in learner. Teachers' role are main factors which provoke the learner attains their achievement in instructional design. Hammer (1987: 56) defined that the role of teacher in instructional design as facilitator, manager and organizer, assessor, prompter, observer, investigator and researcher. Based on researcher observation in the classroom on 3 January 2013 – 1 June 2013, there are many teachers' roles. They always alter from one activity to another. The roles of teachers at SMK Bina Patria 1 Sukoharjo are facilitator, observer, organizer and assessor

b. Student's Role

The role of student is concerning the learning activities undertaken. It is attached in teacher's roles. Based on writer observation, there are some learner's roles shown by students in instructional design of English. The student's roles are as performer, listener and negotiator in instructional design of English teaching learning process. It adapted from Glasserfeld's opinion stated that about student have roles as performer and listener.

c. Classroom Procedure

Based on the writer's observation in the class on January – June 2013 and interview with Mrs. DT, Mr. SYT and Mrs. HN, procedure is an ordered sequence of

technique is applying classroom procedure. It is adapted from BKOF, MOT, JCOT and ICOT. This term is taken from GBA which was declared by Rodger in Fauziati (2001: 87).

d. Classroom Activities

At SMK Bina Patria 1 Sukoharjo, there are several classroom activities. The activities unearth that teacher encourage them to be active in teaching learning process. The classroom activities are described in each stage. At the beginning lesson, teacher opens meeting by saying "Good morning or Good afternoon" to student. Then, teacher checks the student attendance and review the previous lesson. The activities of teaching learning unearth briefly. The activity are advance organizer, presentation, classroom practice, role-play, comprehension, answer-question and reading aloud.

e. Media

It is one way to make the students attracted with material and they will not feel bored in teaching-learning process. Media is such as things that can be distributed as the message from the sender to receiver to inspire the sense, mind, and attention and students interest in fabricating instructional design successfully. The researcher categorized many varieties of media form into two namely: 1) Printed media such as rainbow envelop, colourful letter, picture and 2) Unprinted media like slide, cassette, and compact disk.

5. Evaluation

a. Evaluation Model

This evaluation is adapted from Richard theory (1997: 17). It stated that evaluation is concerned with gathering data on the dynamics, effectiveness, acceptability and efficiency of a program to facilitate decision making. Evaluation is a device to make score of students' competence. In this research, the teacher uses many evaluation models namely: 1) Dialogue completion task, 2) Multiply choice form and 3) Listening cloze task.

b. Kind of Evaluation

1) Formative Evaluation.

It is an evaluation carried out during the development and implementation of program, in order to modify and revise aspect of the program or the material and to ensure the efficiency of the program (Richard 1997: 19).

2) Summative Evaluation

It is evaluation carried out at the compilation of lesson in order to measure what a student has grasped and to evaluate how effective it was in attaining its goal. It is held two times. The first is evaluation was put from middle test. The type of middle test is answering question in the essay form and is made by each teacher. It is held on Thursday, 12 April 2013. Second, the way of evaluation is taken from final test. It usually is held by all of schools together. It is held on Saturday, 8 June 2013.

6. Strength and Weakness

The strength are Appropriateness of Syllabus Variety of Instructional Material Focus of Learning Objective, Teaching design include teacher part are namely 1) Creative, 2) Communicative, 3) Attractive and 4) Attentive. Students' part are namely 1) Active, 2) Responsive and 3) Risk taker. Classroom. The activity has strength encompasses advance organiser, presentation, conversation practice, role play, comprehension, answer and question and reading aloud. All of the classroom variety unearthed that the atmospheres of class make the student joyful and enjoy the instructional design. Classroom procedure is the component which is vital in the instructional design in English teaching at SMK Bina Patria 1 Sukoharjo. It involves building knowledge of text, modelling of text, join construction of text, and independent construction of text. Richard and Rodger's viewed the type of classroom procedure toned with all the classroom procedure refers that teaching learning process is colourful. It avoids the student boring and more active in conducting the lesson. In building interactive media such as rainbow envelop and colour letter refers to teacher's creativity to attract student in the class. In order to get rid off

student boring, the teacher delivers wonderful slide, amazing picture in developing students' competency in reading and writing.

Weakness are School Unit of Syllabus, imperfect instructional material, imperfect Instructional Material. The learning objective of English teaching is stated in syllabus. Teacher has right to determine the specific objective based on students' condition. When it is done, it will raise different perception in developing specific learning objective. The student's part are Student's competency and 2) Students' character. Teacher's part are 1) Teacher's competence and 2) Taking part of teacher.

The classroom activity sometimes seems crowded and noisy because the number of class is categorized in 40 students until 45 students. Classroom Procedure exactly based theory, it because there is different condition and limitation of time. When the material must be finished completely, teacher does not use the pattern of learning cycle theoretically. It is because the schedule of teaching learning process alters based on the situation and condition. The delivering media in the classroom sometime gets obstacles. It is because of the electricity plugging. When teacher wants to show the slide to the student, the electricity get off, then teacher must write in the white board. The conditions of conducting the media sometimes kill the time, when there is trouble in the cassette and the compact disk. Teacher must order the technician to make it better. When teachers conducted the evaluation, they should remind the student in order not to cheat and ask to their friend. There are few students seem ask to their friend in doing the exercise. It also happens when they have final examination, although the examination keeper always remind them, but the condition of final examination is sometime noisy.

DISCUSSION

The discussion of the research stated that the writer compared current study to previous research finding and underlying theory. The writer also extended the previous research and underlying theory in different point. The researcher found that the study attempt to complete the previous research. Therefore, the current study was good on

instructional design of English teaching, but the writer was aware that it has weakness. This study endeavors to give differences and similarity between previous finding and current finding.

The first is the model of syllabus applied by English teacher of SMK Bina Patria 1 Sukoharjo is functional syllabus. This syllabus was organized around a lot of communicative function and focuses on communicative competence such as requesting, complaining, suggesting, agreeing and disagreeing (Richard, 2001: 154). The models of syllabus are different with Abrar's work (2012), and the same with Harun's work (2011) and Purwanti's study (2012) which based on the BNSP. Both of them focused on language function.

The second is learning objectives. The finding of learning objective in the current study is different from Purwanti (2012), Harun (2011), Velasques and Helquins (2012) and Abrar (2012). They focused on English teaching in kindergarten, elementary school and English course. It has similarity with Fatmawati's work (2010). They concern the objective at vocational high school.

The third is instructional material. The current study lines with Richard's theory (2001: 208). The finding of study is little bit similar with Purwanti (2012) at kindergarten shows the similarity. It means that they also use text book and handout to support the teaching learning process. Moreover, the finding of Abrar (2012) illustrated the diverse instructional material encompasses printed, visual and audio visual.

The fourth is teaching design. Teachers' roles at SMK Bina Patria 1 Sukoharjo have variety roles. They are controller, observer, organizer and explainer. The English teacher has awareness of their role to aid student to attain their ideal objectives by enduring them continuously to study hard. It is different from previous findings of Purwanti's work (2012) and Harun's (2011) work that they emphasize on the role of motivator and explainer. The researcher tries to compare the other findings. The learner's aspect really influences some roles of student. It means that the segment of learner's characteristic have an implication to some roles owned by learner. For instance, the research in elementary school was cited

as participant and listener, but in vocational high school have variety role. It can be seen in the Purwanti's work (2012) and Harun's finding (2011). There is a lot of similarity with the Fatmawati's study (2010). Her study includes advance learner at SMK Negeri 6 Surakarta. The current discussion of classroom activity at SMK Bina Patria 1 Sukoharjo has reflected the suggestion's theory. In this paragraph, the researcher will compare with Purwanti's research (2012). Her study revealed a little description about classroom activity. She stated that activity applied through demonstration and observation. The young learner activity focused on total physical respond.

On the other hand, the research of Abrar's work (2012) is about the teaching learning process of English at English course Pare, Kediri, East Java. He illustrated the classroom activity in detail. In teaching listening, teacher used identifying word from songs or stories. In teaching speaking, teacher applied oral drill. Related to writing, the teacher conducted free writing. When the current research was compared with previous study, it can be seen from Fatmawati's work (2010). She stated the classroom procedure in the term namely: introduction, main activity and closing. Velques and HolquinIn (2012) have term presentation, practice and production.

In the researcher's point of view, it has different name, but the glossary of steps are the same. The other finding of the research is found at Abrar's work (2012) and Harun's work (2012). She stated the media that applied is tape recorder. When the current finding conducted varieties of media in teaching learning process, it revealed that school has awareness to complete some devices of teaching encompass LCD projector, television, and creative media such as rainbow envelop and colorful letter.

The fifth is evaluation. It has similarity about the evaluation from Abrar's work (2012). His study also engaged the summative and formative evaluation. There is a little different with current study. It is different from the type of evaluation, middle test and final test. It also has differences on model of evaluation are namely: cloze procedural text and completion task.

CONCLUSION

The study reveals the instructional design obviously. It describes all component of instructional design of English teaching at SMK Bina Patria 1 Sukoharjo. All of the aspects of it has been unearthed briefly on research finding which involves syllabus, learning objective, instructional material, teaching design, evaluation and strength –weakness. The research study conducted ethnographic study where the writer is engaged on observation, interview and document analysis in collecting the data. The research has pedagogical implication that instructional design of English teaching which concerns to vocational school is absolutely needed to prepare student's competence in facing market globalization need. The writer also constrains the classroom procedure and classroom activity. Therefore, the researcher delivers some suggestions to English teacher in order to motivate the student in classroom engagement, apply the diverse method in teaching-learning process and pay more attention in JCOT step in order the classroom atmosphere becomes comfortable and joyful. The writer also recommends to future researcher widens the scope of research field.

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