

CHAPTER II

LITERATURE REVIEW

This chapter deals with four sections, namely theoretical framework (teaching English as a foreign language, pedagogy competence, classroom interaction, teacher talk, and human brain), related study, and conceptual framework. First the researcher reviews some theories regarding to this study. Second, the researcher presents the study related to this research. Third, the researcher draws the conceptual framework of this research to show the step which has been passed on this research. Last, the researcher offers some questions that are going to be answered and described.

A. Theoretical Framework

1. Language Learning and Acquisition

It has been clarified that learning a language is more complicated than acquiring a language. This is the fact happened to every single people who studying new language. Krashen (1981:101) stated that an adult has two different ways to enhance the second language competence (in this case foreign language). The first is acquisition and second is learning.

People do not need much time to acquire language, because it happened naturally. For example, the children acquire their first language, in this phase the children gain their language through their mother and father and environment. Krashen (1981:102) affirmed one of the ways to coach young children to gain their language by providing caretaker speech language (CSL). CSL is communication, the

purpose of caretaker speech language is not language teaching. It is to convey a message and often to get child to behave in a certain way, because children do not hear but they imitate. This CSL has close relationship with teacher talk (TT) because the way to give an input to the object is almost similar. Merely the object is different, if the CSL is focused on the children in the informal situation in the beginning language learning, while TT is focused on the young and adult learners in formal situation to continue or adding a new knowledge.

Besides, Brown (2007:07) stated that learning is acquiring or getting of knowledge of a subject or skills by study, experience or instruction. This statement shows us that learners need long time to grasp the knowledge, although the time does not always give a guarantee to the learners itself about the successfully of the learning process, Earl Stevick via Arnold (2009:145) affirmed:

“Success [in language learning] depends less on materials, techniques and linguistic analyses, and more on what goes on inside and between the people in the classroom.” What goes on *inside* people refers to individual factors such as self-esteem, anxiety, inhibition, willingness to take risks, learning styles, self-efficacy, and motivation. What goes on *between* people, the relational aspects, has to do with classroom transactions, where an attitude of facilitation and a concern with group dynamics are extremely important”.

Below the researcher drew the illustration of the interaction of acquisition and learning in adult second language production.

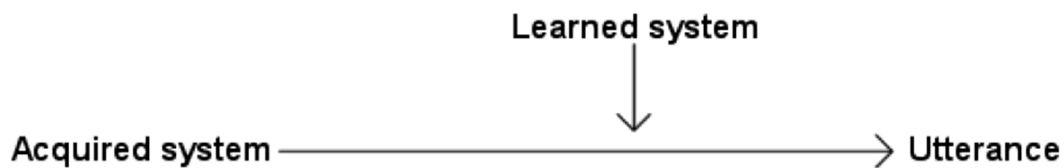


Figure 1. Model for adult second language performance
Adopted from Krashen (1981:02)

By looking at the statements above, the researcher can deduce that acquisition and learning are two important steps in acquiring language well. These two kinds cannot be separated from acquiring language because either “learning” also needs to correct the errors in using language or conversation, especially in second language. In other hand, the problem that is always faced by learners is the influence of their first language. Wasi’ah (2016) stated that learners get a difficulty in expressing themselves in using English language which is not their mother tongue. In this case “learning” is needed to correct it, because in the learning the learners are taught about the distinction of the role of first and second language.

2. Teaching English as a Foreign Language

English language is known as the international language which is used by many countries in the world and has been unveiled by United Nations (UN). While in Indonesia, English is placed as the foreign language which commonly considers as EFL (English as Foreign Language) in teaching learning. In Indonesia, English is taught from junior and senior high school while the material given is not always applied by learners, because the model of learning in some schools is only giving the knowledge but not to apply. It can be seen in the many schools in this country where

English is not applied well in conversation in English language subject. However, English in Asia especially Indonesia placed as a way to access to cutting-edge knowledge, heighten national competitiveness in innovation and knowledge production and also for improving skill of the people, Chapple (2015:01). But then, it can be knowledgeable by looking at the Indonesia culture and student's needs. But, today the new curriculum namely K13 which is oblige the educator especially teacher to apply learning by doing model in the class. It means that, the teacher should give the time more for the learners to apply their language knowledge in the area of the school and environment. The essence of this curriculum can be found in the constitution No. 70 Year 2013 of Indonesia which is stated that this curriculum made to create (1) learners center learning model, (2) interactive learning model, (3) network learning model, (4) active learning model, (5) group learning model, (6) multimedia learning model, (7) users learning model, (8) multidiscipline learning model, and (9) critical learning model.

On this day, the government made a new movement to develop Indonesia education especially in Language education aspect. The education in Indonesia especially in language learning is focused on using language as the tool of communication. It means that the learners are more emphasized and given the opportunity to use English communicatively rather than reading and writing. Meanwhile these two skills are still used without disparaging their presentation. But in the reality, this model has been long adopted by European countries since early

1980s. This showed how this country left behind in all aspects of development, especially in terms of education. This fact should be a reminder for us as an educator to build up the education in Indonesia. Below is the timeline of teaching methods

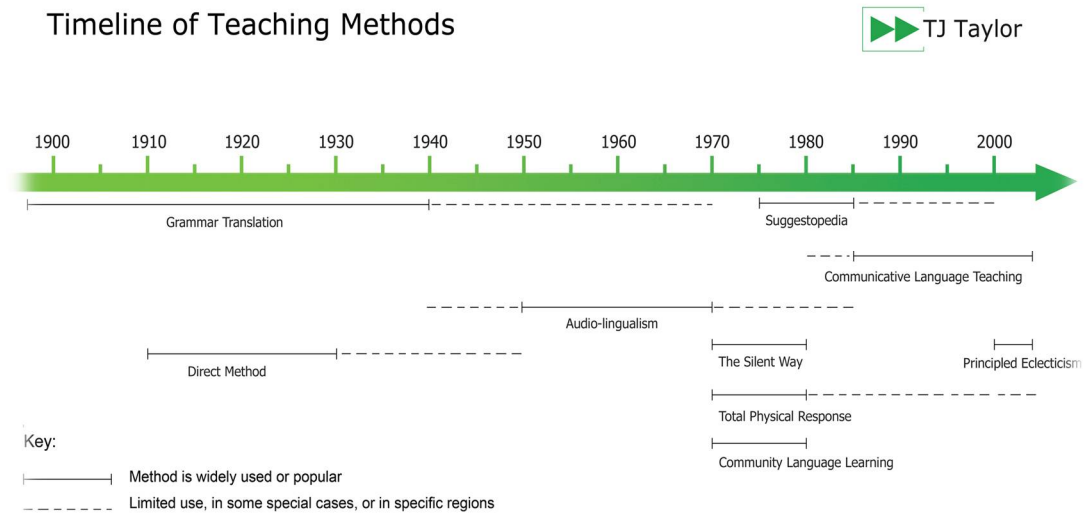


Figure 2. Timeline of Teaching Methods, adopted from tjtaylor.net

The timeline above shows that the communicative language teaching started from 1980 while in our country this model of study just implemented well on 2013. Therefore this country does not have to wonder if the rank of education in term of Asia is placed on 69 of 76 countries (Coughlan, 2015) this fact shows us the dropping of our country in terms of education.

Communication between teacher and learner, and learner and learner are very great idea to build learners capability in using language. This model has close relation with this research which would examine language used by teacher or teacher talk which is trusted can grow up the foreign language learning. However to reach all targets, the good teacher in good competence should be learned, that is why every

single teacher should have pedagogic competence to teach. This competence would discuss further below.

3. Pedagogical Competence

A new teacher or fresh teacher is desired to continue and develop learning teaching style and model. It is because a fresh teacher has many modern devices to handle teaching learning activity. Meanwhile, as a good people who have many contributions to educating the learners, the teacher is faced with the professional issue which is oblige them to learn and innovate more to reach better learning. This is the obligation as well as challenge for the teacher in order to educating and suffices learners' needs. Yusutria (2017:38) stated that "the professionalism of the teachers is reflected in the implementation of the task that is stained with expertise both in method and material. The figure indicated by the teachers' professional responsibility to perform the entire devotion.

Nurtanto (2015:533) stated that the competences that the teachers should have to increase their personal as the professional teachers are (1) reflects value personality, (2) master the role of the teacher and develop competency skills, (3) capable understand and develop learning devices, (5) able to asses learning process and results, (6) compile administration, (7) using various methods according to the students' characteristic, (8) ling the learning with the society, industry, and universities as well as the application of technology, and (10) publish the results of the study.

On the other hand the senior teacher cannot be underestimated, because they have many capabilities in teaching learning activity. However fresh teacher have to cooperate with their senior teacher in many things of teaching learning activity as the measurement of the teaching learning model which is used and then it is compared with the teaching learning model used in modern era. Hence, being a teacher is not simple because they have to modernize teaching material based on the time and learners' need.

To obtain learners' need, pedagogy competence have to be considered., because all of the people who want to become a teacher have to acquire the pedagogy competence itself, this competence cannot be possessed by everyone because to become good teacher people need to have many factors such as psychological, good emotion, professional in term of the subject that will be taught, social capacity, good interactional, good management, and organizational and etc.

Teachers' candidate should have courageous and good individual to give input to their learners in teaching learning process. They have to make the process of the learning enjoyable. As the result, learners are easier to catch the knowledge, more open to their teacher, build their cognitive by themselves.

In reality, this pedagogic had been studied by many researchers. They examined it individually, by group/team, and organization. Suci and Mata (2011:411) divided this pedagogic into three significant terms they are: the achievement/success/efficiency of education, social environment change and

professional development. These three aspects cannot be separated by teacher because they need to have this package. The achievement or the success of education is placed on the teacher hand, because they are the people who motorize the important role and face learners directly in process of learning. These aspects are also correlated with this thesis because on giving learners attention, teacher should give many things that learners need and enjoy such as good language (teacher talk), good approaches, good chemistry and relation between learners and teacher, and also good management. When teachers are able to apply those things well, their professional career will achieve by themselves, because they are able to solve many important things in teaching learning process on a regular basis, as the result teacher more confident with their pedagogic and improve subjects taught time by time.

What's more, when teacher have these two aspects they will be known in their social environment as the good and professional teacher. As the result they will reach many advantages on education, they could be placed as the model for the other teacher to improve their ability in teaching learning activity. Suciu and Mata (2011:412) illustrate these aspects as follows:

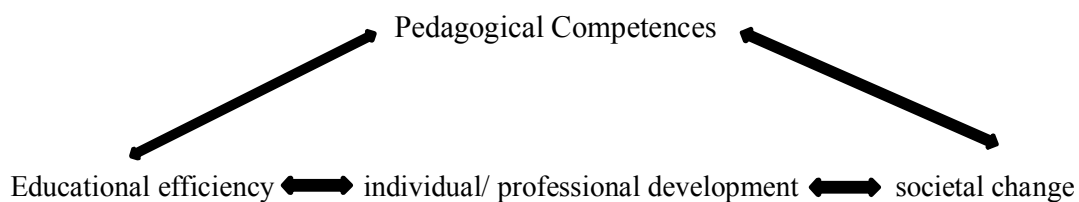


Figure 3. The interdeterminancy of pedagogical competences, adopted from Suci and Mata (2011:412).

In the other hand, many experts illustrated this pedagogic into many criteria such as Schneckenberg, Wildt (2010) and, Rodzevičiūtė (2010). These people said that people who want to become a teacher need to have:

Table 1. Pedagogical competences, adopted from Suciú and Mata (2011:412)

Schneckenberg, Wildt	Rodzevičiūtė
<ul style="list-style-type: none"> • Personal competence • Social competence • Communicative competence • Methodical competence • Subject-specific competence 	<ul style="list-style-type: none"> • Cognitive competence • Information technology competence • Methodological competence • Planning competence • Organizational competence • Leadership competence • Motivational competence • Assessment competence • Communicative competence • Expressive competence • Life-long learning competence • Project management competence • Social competence

Besides, the constitution No. 16 Year 2007 of Indonesia stated that teacher should have pedagogic competence such as (1) mastering learners characteristic, (2) mastering learning theory and the principle of learning, (3) expanding curriculum used, (4) applying valuable learning, (5) utilizing the technology, (6) facilitating learners potential development, (7) communicating with the learners effectively and emphatically, (8) hosted the assessment and evaluation, (9) utilizing assessment and evaluation result, (10) take reflective action to increase learning quality, (11) act in accordance with religion norm, legal, social and Indonesian cultures, (12) well

behaved and character noble, (13) be wise and authoritative, (14) express responsibility and work ethic, and (15) uphold the code of ethics teaching profession.

Additionally, Walsh (2006:67) Classify the SETT pedagogic goals into five terms: (a) to transmit information related to the management of learning, (b) to organize the physical conditions for learning to take place, (c) to refer learners to specific materials, (d) to introduce or conclude an activity, (e) to move to and from alternative forms of learning: lockstep (whole step), pair- and group-work, or individual.

It is believed that, by having all of those competences teacher would be easier to transform their knowledge to learners. In short, the researcher concluded that teacher should have three competences in their career, they are: pedagogic competence, personality competence, and social competence. Pedagogic competence is the ability to administer learners' learning which covers: learners' comprehension, design and implementation of learning, learning evaluation, and the development or learners to actualize a variety of potential of them. Basically, this competence is the competencies that have their own peculiarities in educating learners. However, personality competence is the ability personality steady, character noble, wise, and authoritative as well as a model for learners. Meanwhile, social competence is teacher ability to communicate and interact effectively and efficiently with learners, colleagues, the parents of learners, and environment.

4. Classroom Interaction

The research about classroom interaction has been studied for more than fifty years. Nevertheless, the complex relationship among language, interaction and learning is still partially understood, Walsh (2011:01). This shows us that the problem faced by the researcher varies greatly, but it is known that every problems are not always has the same way to resolve and not all the problem has the same result in the research.

Interaction cannot use without language, that is a true opinion because learning language without practice will eliminate the knowledge and vocabularies of the language target slowly, because basically language itself is a spoken, so that some people believe that learning language is not enough if the teacher is only giving the material. Therefore, teacher must build learners' interest in language learning by making learning language with a fun way.

In learning English, classroom interaction takes all the percentages, this caused both teacher and learners must create lively atmosphere in the classroom. The more teachers communicate, the better interaction will be earned. Language can be easily acquired when the awareness of having good interaction in the class rising-up Walsh (2006:20). In other word, every situation happened in the classroom caused by the using of language and the intralinguistics' factor, which is means that all of the factor such as phonology, morphology, semantic and syntax are the factors which can succeed or prevent language learning. Long 1996 in Muho & Kurani (2011:44) stated

that the conversation or interaction in the class is the facilitator that created by the participant to acquire language target. It is because there is an input (what learners heard and read) internal learner capacities, particularly selective attention, and output (what learners produce) the way of learners talk or interact in the process of language learning. In other word it can be said that interaction gives learners a time to talk active by using language target in the process of learning. Dagarin (2004:128) argued that interaction as “a two-way process between the participants in the learning process”

In this case the teacher needs to manage the class in order to make learners obsessed to behave English. Thoifuri (2008:127) stated classroom interaction management means creating a conducive classroom environment in the form of planning, implementing and improving the classroom to become an interactive, effective and efficient environment. With the same statement Walsh (2011:02) stated crucially, in a classroom, it is through language in interaction that we access new knowledge, acquire and develop new skills, identify problems of understanding, deal with ‘breakdowns’ in the communication, establish and maintain relationships and so on.

As the result teaching learning process become successful because one of the key of the success learning process is to make learners comfortable to convey what they are going to say and do. Ellis (1999:01) proposed two different processes related to the interaction in the second language acquisition. First, he stated that interaction

as “the social behavior occurs in society”. He categorized this type of interaction as “interpersonal interaction”. This type can happen orally or by reading book, message by one person to another. In other word, it can be said that, this type of interaction impossible to be done if there is no interlocutor. Second, he claimed that interaction in an activity that is happening in our minds. This type of interaction named as “intrapersonal interaction”. He stated that, this type is running mentally. For example, when we read the book, in the same time we also talking to ourselves about the message that we accept on our reading text. There is an interaction happened in our mind.

Before 2000s especially in the 1970s the most famous and widely model designed of interaction analysis was proposed by Flanders which is called Flanders Interaction Analysis Categories (FIAC), this design used to comprehend the extent of teachers’ influence to learners on covering and managing classroom where that is known in every single class the variations of learners could be found.

Here Flanders divided FIAC into two portions they are “Teacher talk” and “Pupil talk”, in this case teacher talk consist of two aspects they are direct and indirect teacher talk. Then, from these two aspects there are 10 terms of teacher talk that teacher accustomed to use. The figure of FIAC design adopted from Richards can be seen below (2003:149).

Table 2. FIAC category system adopted from Richards (2003).

FIAC		
Teacher talk	Indirect influence	Accepts feeling
		Praises or encourages
		Accepts use uses ideas of pupils
		Ask questions
	Direct influence	Lecturing
		Giving direction
		Criticizing or justifying authority
Pupil talk		Pupil talk – response
		Pupil – talk initiation
		Silence or confusion

The model above doubted by Walsh because he assumed Flanders’s work are rather broad and it is questionable whether the instruments used are able to be operated in the complex classroom Walsh (2006:42). That is the reason why this research used SETT purposed by Walsh to renew the theory of the classroom interaction which teacher talk included.

5. Teacher Talk

As discussed before that being a teacher is not so easy because teacher needs to give positive aura towards their learners, giving a positive feeling cannot be done by anyone because human are born with variety skills. This what makes being an educator or teacher is very special, they have a skill to build, motivate, teach people and to evaluate their own mistake in the process of giving knowledge. Teacher will be something new that the learners never face before; teacher also could be a friend in certain situation that is why some people say that the second parents that learners should give honor is a teacher.

Teacher talk (TT) or the language used by teacher is one of the positive things believed could increase learners curiosity to study English. Mician (1997) argued that learners talk is influenced by the role of the teacher in 'leading' the lesson, as well as by others factors such as learner experience in using the target language and classroom expectations of what discourse is appropriate.

This caused by language has an energy or power to influence the learners. The influence gives by teacher could be valuable or less, it depends on the way of the teacher when giving the instruction, direction, question, and evaluation in the class. Hence, TT should be noticed by teacher, therefore language produced will be filtered. Other than that, teacher has to use a level of language which will be understood by the learners in the class.

This level will be influenced, of course, by the level of learners Riddel (2014:19). Furthermore, teacher should pay attention to many parts of teacher talk when giving interaction in the class. In this case the researcher used Walsh models of TT as main point of this research. There are fourteen models of TT purposed by Walsh they are: (1)scaffolding., (2)direct repair., (3)content feedback., (4)extended wait-time., (5)referential questions., (6)seeking clarification., (7)confirmation checks., (8)extended learner turn., (9)teacher echo., (10)teacher interruption., (11)extended teacher turn., (12)turn completion., (13)display question., and (14)form-focused feedback. Though, these fourteen aspects are used to be performed by teachers. These aspects cannot be considered as the positive think used by teacher in learning because it was found that there were some mistakes made by teacher when

they produce their talk or language. As the result, it can be deduced that not all of the language produced by teacher will give positive impact to learners. Tsui in Pujiastuti (2013:163) stated that the domination of English teacher talk for the foreign learner is not relevant because of them have not many time to use this target language or in other word it can be said that these learners have not enough language exposure.

Therefore, it can be said that TT could also transfer a negative impact to learners, for the example in case faced by Shamsipour and Allami (2012:2266) in their research they found that not all of the aspect of SETT gave a positive impact to the process of learning. They found three aspects that have negative impact on learning process they were: teacher echo, teacher interruption and turn completion. Teacher echo stated that give a negative impact because of the teacher considered do not know when and why this echo has to use. Walsh (2006:123) stated that, teacher echo has several function in teaching learning process such as intensifying the contribution of the learners for the rest of class, verifying a correction and many others, yet when it overusing the impact will disturb the process of learning. That is why Walsh suggests to the teacher to control their echo and advises them, when it's appear the teacher should be aware as soon as possible to renormalize their way in teaching.

Other negative impacts that appear on their research were teacher interruption. This case could be found in many studies, because of this aspect could disrupt learners' concentrations when addressing some of the tasks that teacher give before.

This aspect also could reduce the motivation of the learners. Walsh (2006:129) stated that in this aspect could give the positive impact when teacher take a decision in a good time and good way. This tactic sometimes used when teacher need to move one theory to the next, or to divert learners when teacher found something not necessary to learn or have been learned. The last negative aspect that gives negative impact to learners is turn completion. This felt negative because when the operate this, teacher is not giving many time or chance to learners to negotiate or to broads their idea. One of the teacher examined by Walsh stated that “it is better and a must for me to eschew my teaching manner from this feature”. Moreover, Walsh stated that by using SETT as a framework, teacher believed more easy and smooth in taking decision in the class Walsh (2006:127).

This case also illustrated by Krashen (1981:120) that the problem faced by one learner. On his research he found that this learner is not acquiring English better yet in age 13. Krashen assumed one of the ways to build this learner ability, this learner has to had handled by teacher used lower TT. It means that, teacher should look at their learners’ level as the basic of language selected by teacher.

Teacher talk is language used by teacher to understand learner characters, learner’ needs, Osborne (1999) stated that the speech that teachers use with their learner is shorter, simpler, and more carefully pronounced than typical speech. This language also used to apply valuable learning, to facilitate the potential of learners, to communicate with learners effectively, and to build learner knowledge in certain

subjects. In this case this language used to increase L2 ability of learners as the result by having good TT, learners more easily to mastering such language by looking and imitating language used by teacher or TT. Hawkes (2010:223) provided several TT purposes, they are:

1. Teacher talk used to deliver easy-to-understand input to the learners and at the same time it delivers the essence of a material that can be appropriated with learners so that learners L2 interaction will appear in the classroom.
2. To expand language production from learners.
3. To raise more bravery, as the result learners are able to interact freely
4. To assist student to quest a question
5. To build learners liveliness, to achieve learners center model learning.

Furthermore, Mora and Morgan as cited in Hussein (2013) highlighted the following factors that can affect TT in the process of learning:

1) Voice and vocal effect

They divided voice into two models. They are first and second voice.

The first voice is regarding to the word choosing. Meanwhile the second voice is consisting of tone (intonation, softness, harshness, volume, speed, transmission of feelings etc.)

2) Eye-contact

Maintaining the eye-contact is essential for all teachers. This model has the important role in maintaining the classroom. If the teachers do not maintain the eye-contact during the class is running, it can be resulted to the learners' demotivation, and also it can be said that the teacher are not able to handle the class.

3) Facial expression

Positive facial expression of the teacher can increase learners' desire in learning. This model also can motivate learners to be always positive to the subject taught.

4) Proximity

The more teachers getting close with the learners, the more easily the teacher knows the learners' problems, needs and behavior. By doing this, the teacher would be easier to deliver the lesson in the class, and then, the atmosphere in the class would be run smoothly and happy.

6. Human Brain

As discussed on the previous chapter before that one of the questions of this research is to investigate *whether female teacher has a better ability than male teacher* because in general it also known that female teacher has better verbal ability than male Hodgin (2005), for the example, it can be seen that when a couple have contention, a man more likely to use their energy to fight or to throw a thing around them, while women more likely to use their verbal to talk much more or crying. The topic about gender interaction has been discussed for hundreds of years. However, in 1960s the feminist movements realized that language was one of the instruments of female oppression by males, Behbahani & Gholami (2018:12). Other examples is when someone have little brother or sister such what the researcher did, he compared his cousin and his little sister, in the first age a little sister more likely to use many

vocabulary than cousin, in the age two a little sister could talk fluency, she also can communicate with her environment while cousin couldn't talk fluency yet. This issue also strengthen by Chaer (2015:134) he said that, girls could be able to acquire their mother tongue rapidly than boys, in other cases girls also more able to read faster than boys, this caused girls could use their left and right hemisphere simultaneously while boys couldn't use their brain simultaneously (they more likely to use their right hemisphere). By looking this case it can be said that women could talk in all situations while man are not. It also known that female born to teach and educate their child which one good and which one bad, they have kindhearted nature more and more patient than male in case of hospitality, so that it can be assumed that this nature very good to use in teaching and education, furthermore in many research scientist have study about the differences between male and female teacher as the result to that they found in age 40s male and female's brains quality has decrease, Philip (2001) found that in case of asymmetry activation when both sexes are tested by given passive listening task, the result shows that men significantly higher degree of asymmetric activation than did women, it can be seen that fact on this figure below:

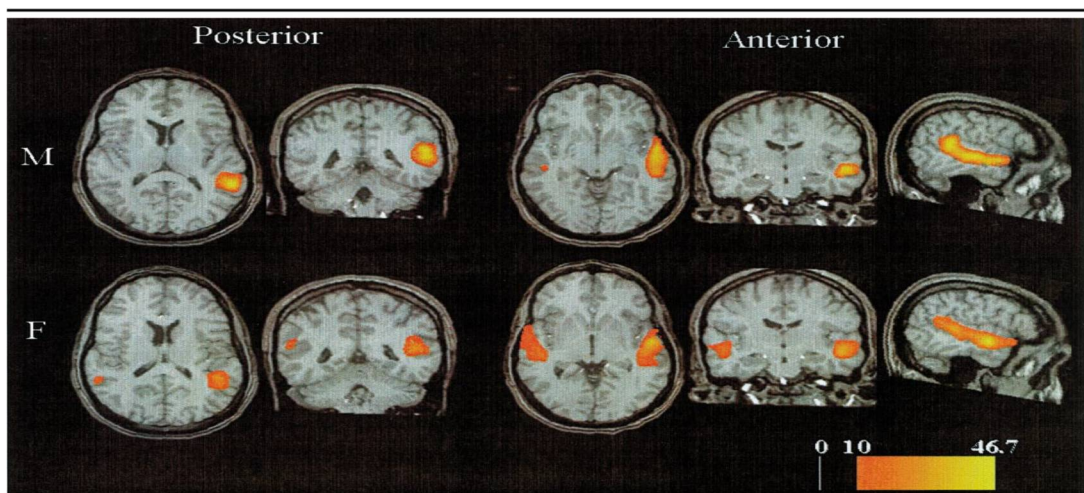


Figure 4. The asymmetry of human brains, Cited from Philip (2001:205)

By looking at the figure above it can be indicated that female have slightly better verbal skills than men. But it also cannot be denied that many studies confirm that no significance differences between man and woman in language task performance Frost (1999) and Van der Kallen at all (1998) via Philip (2001).

In other hand male teacher also has many excess in many thing such as doing something hard that women can not to do, in this case it can be seen that men can solve hard things problems than women.

B. Related Studies

The first related study that researcher takes as a relation of this study is written by Ding and Wang (2015) entitle “Discourse Markers in Local and Native English Teachers’ Talk in Hong Kong EFL Classroom Interaction: A Corpus-Based Study” The objective of this research was to recognize the using and the function of Discourse Markers DMs on teacher talk used by local English teacher (LET) and native English teacher (NET) in China. As known that Chinese placed English language as the foreign language, this case is the same with our country as the result there are many equal problems that faced by teacher and learners to achieve language learning target. This research showed the effectiveness between local and native teacher who have different background knowledge and mother tongue, in other hand this research also investigated 24 subjects which identified by using *Corpus of*

English Language Teaching (CELT) which are among the 24 subjects the researcher looked for the differences and the similarities of the using of DMs used by subjects.

This previous research has the similarities with this research, the subject of the pre-research are LET and NET to recognize the using of DMs using corpus linguistic APP meanwhile this present research chose male and female teacher to identify language used by both, as the result people who read this research will understand teacher talk that male and female used to apply.

As known in general DMs is the marker in sentence or discourse to complete that sentences or discourse itself. Haliday and Hasan via Ding and Wang (2015:66) stated DMs are stated as discourse connectives from a systemic functional grammar perspective. In English it can be identified that DMs such as “oh” (management information marker), “well” (marker of response), “but” and “or” (discourse connectives), “so” and “because” (cause and effect marker), and etc.

The method used on this previous research is the same with this present research, both of this research use mix method research where the qualitative data found will describe and have higher presentation than quantitative data, on this case the quantitative data used to complete the data of the qualitative. The quantitative data will be posted in descriptive model.

This kind of research is very good to be done because by examine it the researcher and other people will automatically know the better language used by

teacher and the used of APP in modern era to facilitate both teacher and learners to select better language that they have to use in teaching and learning activity.

The Second related study that researcher took as a relation of this study was written by Wasi'ah (2016) entitle "A Study of Teacher Talk in Classroom Interaction at an Islamic Senior High School" in agreement with this present research, the previous research held to identify the variation of features of language used by one teacher in the process of learning. Meanwhile in this research the researcher chooses more than one teacher. The instrument of teacher talk used on this research alike with the present research, both of these researches used self-evaluation of teacher talk (SETT). Honestly, the researcher stated that this previous research inspired him to conduct such previous research. One of the important think taken on this research was the SETT idea proposed by Walsh. This research used descriptive qualitative method, while the instrument used to collect data on this research was audio-video recording and field notes. Looking at the method used on the previous research the present researcher considers that model of such research is considered not enough to handle all of the data.

C. Conceptual Framework

Based on the theories used on this research such as teaching English as a foreign language, classroom interaction, teacher talk and human brain, the researcher drew his main mapping as follows:

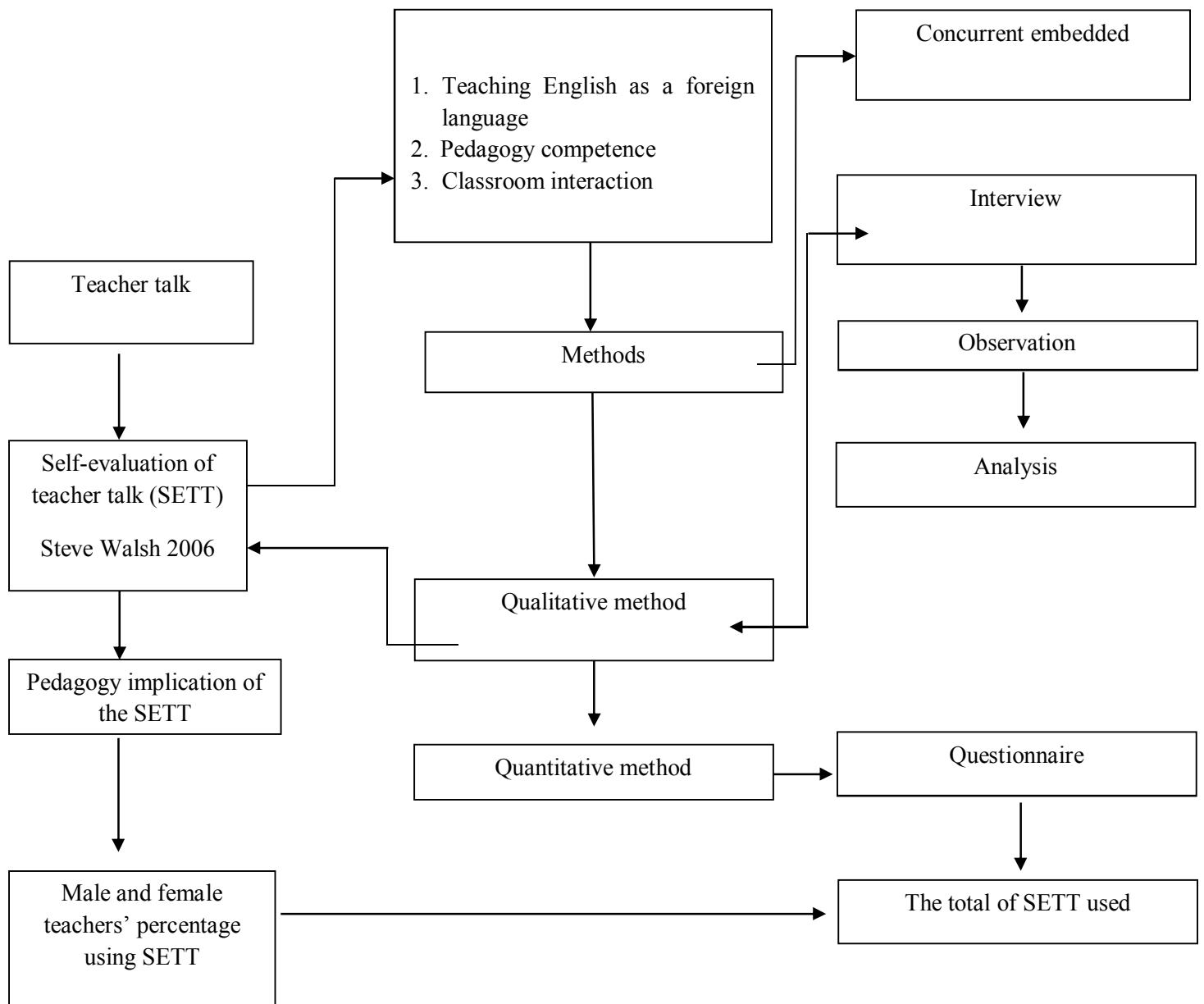


Figure 5. Conceptual Framework

The figure above shows the phase which is passed by the researcher. It can be seen that this study was started from the three basic problems based on three theories showed above. And then the researcher chose the teacher especially the talk of the

teachers as the main focus of the research. Moreover, the talk of the male and female teachers examined as the supporting data.

The method that used to support this study was qualitative and quantitative method with the concurrent embedded model.