

**PROMOTING INTERMEDIATE PLATEAU: LANGUAGE
PLATEAU PHENOMENON IN ENGLISH EDUCATION
DEPARTMENT STUDENTS OF UIN WALISONGO 2016**

THESIS

Submitted in Partial Fulfillment of the Requirement for
Bachelor Degree of Education in English Language
Education Department



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DEDICATION

Praise is given to Allah SWT, the most gracious and merciful,
Sholawat and salam fo prophet Muhammad SAW. This thesis is
dedicated to:

“Alm. Roziqin & Musmariyat

ABSTRACT

Title : **Promoting Intermediate Plateau: Language Plateau Phenomenon in English Education Department Students of UIN Walisongo 2016**

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Language Plateau is a concept that represents a phenomenon of a common problem in the language learning process that not many language learners are aware of its existence. This study is aimed to issue the concept of language plateau among language learners and educators by promoting the phenomenon using Brain-Based Learning principles to evoke participants' curiosity. This study used a descriptive qualitative method for obtaining the data for the research by using Tests and In-depth interviews. The participants in this study are 10 students from the members of PBI UIN Walisongo 2016. Based on the findings and discussions, all the participants were indicated to *hit the Language Plateau* in their language learning process and have different roots of causals. The idea of *Controlled Learning* emerged to cover the founded root causes. The idea differs from the results of previous research due to the differentiation in the situation and

subjects of the research.

Keywords: *Language Plateau, Controlled Learning.*

ACKNOWLEDGMENT

Bismillahirrahmanirrahim,

First of all, Praise to Allah SWT, who always gives happiness to all of us. Secondly, shalawat and salam to the prophet Muhammad SAW who has brought us from the darkness to the brightness.

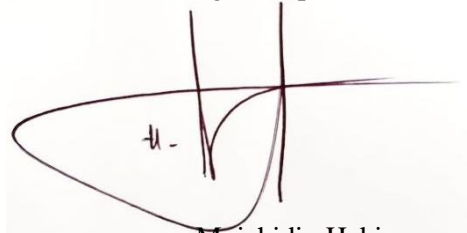
To the readers, hope you enjoy this thesis and hope this can be useful information for English Language Learners around the world.

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Semarang, 10 April 2023

A handwritten signature in dark ink, featuring a large, sweeping loop on the left side and several vertical strokes on the right. The signature is written over a light gray rectangular background.

Mujahidin Hakim

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MOTTO

*“Biasakan dalam urusan hidup tidak melulu transaksional, supaya
yang bisa terbantu bukan hanya orang beruang”*

-Bahaudin Nursalim-

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CHAPTER I

INTRODUCTION

A. Background of Research

In the language learning process, there are some levels or stages that represent learners' condition in dealing with their proficiency. Those are Basic, Intermediate, and Advanced. Each level carries specific characteristics in performance and how to deal with it. The basic level always gives smooth progress to the learners because learners tend to have high motivation and a strong curiosity to learn. According to Yi (2007) at the beginning of the study, every input in the target language is new and challenging for learners.¹ From the Intermediate level to the Advanced level, making progress is quite hard to be gained, because learners come to a new zone with different circumstances and different ways to deal with it. Without having very well knowledge about this stage, it can give a bad impact on language learners. The common problem in EFL students is getting stuck at this level, having no progress after investing lots of effort and time. This common problem is usually called Intermediate Plateau or Plateau language.

Plateau language itself comes from the terminology of

¹ Fan Yi, "Plateau of EFL Learning: A Psycholinguistic and Pedagogical Study", <http://citeseerx.ist.psu.edu/messages/downloadsexceeded.html>, page. 137-138.

educational psychology, which is called the plateau of learning. It describes such a flat place in a learning curve, indicating a period of little or no progress.² The characteristics of the plateau language are inevitable and temporary. Inevitable means plateau language itself is one of the processes in acquiring a new language that cannot be avoided. Temporary means plateau language is different from fossilization which is permanent, and plateau language can be overcome under certain pedagogical procedures.³ This phenomenon can have different results which can be affected by many factors, such as the way the language is taught, government policy about the language, social circumstances etc.

Through reading some research about intermediate plateau, the common encountered problem is that most learners of the English language do not know the existence of the plateau language or intermediate plateau, automatically they do not know how to react with. As a result, their progress starts to level out and getting stuck without knowing what it is and how to deal with it.

Knowing every process in learning a language and understanding what and how about language plateau, is important for language learners and prospective teachers. Not all language learners

² N., Pam M.S., “LEARNING PLATEAU”, <https://psychologydictionary.org/learning-plateau/>, accessed 14 April 2020.

³ Mehdi Mirzei, “Understanding The Language Learning Plateau: A Grounded-Theory Study”, *thesis* (Ahar: Department of English Language and Literature, Ahar Branch, Islamic Azad University, 2017), p. 197.

pay attention to this and the teachers. It may happen in the English Education Majority at UIN Walisongo for years. That is why the author wants to know about Language Plateau Phenomenon that happens in the English Education Majority UIN Walisongo 2016.

Considering the bad impact of the intermediate plateau itself is quite serious, that is why it needs to be handled properly, because it can give great anxiety to the students, and they tend to give up on learning the language.⁴ In this research, the effect of the language plateau could give an impact on the quality of the students themselves and also the university, and promoting it is one of the solutions to give them knowledge about the Language Plateau since it is an inevitable process in language acquisition. Promoting can be done explicitly or implicitly due to participants' responses and their basic knowledge of the language acquisition process, but in this research, the promotion will be done both.

Previous research in the same field tried to solve problems regarding the language learning plateau, but different social circumstances give different problems in learning a second language. Alike, Zuzana Markuskova in her thesis tried to take a close look at the issues of the plateau effect in language learning which is predominantly aimed at language teachers who desire to acquire an

⁴⁴ Fan Yi, "Plateau of EFL Learning: A Psycholinguistic and Pedagogical Study", <http://citeseerx.ist.psu.edu/messages/downloadsexceeded.html>, page. 138.

understanding of the processes which occur when a learner plateaus.⁵ The other research is from Mehdi Mirzei who researched to explore the process of the plateau phenomenon that occurred in an Iranian EFL setting and also tried to develop the theory of the plateau phenomenon.⁶

Another previous research focused on investigating the causes of the intermediate plateau and suggesting remedial strategies accordingly. On the other hand, in this research, the author wants to seek out the plateau phenomenon, moreover with the reason for its occurrence. Due to some research about language plateau that the researcher had read, there are some common reasons and some special reasons behind the language plateau phenomenon occurrence. The special one usually comes with some factors like the curriculum of education, school policy about the English language, the way English is taught and so on. By using some references from books, research and articles, this research wants to dig out not only the common but also the special causes of the language plateau in UIN Walisongo Semarang. Then the promotion will be done explicitly or implicitly through the intermediate plateau using Brain-Based Learning

⁵Zuzana Markuskova, "The Intermediate Plateau with the Focus on Errors and Error Correction in Communicative Classes", *thesis* (Brno: Department of English and American Studies, Masaryk University Faculty of Arts, 2017), p.8.

⁶Mehdi Mirzei, "Understanding The Language Learning Plateau: A Grounded-Theory Study", *thesis* (Ahar: Department of English Language and Literature, Ahar Branch, Islamic Azad University, 2017), p. 198.

principles of how the human brain learns something.

The promotion itself is purposed to fix the problem that the researcher found, he has a pre-hypothesis that learners of the English education program of UIN Walisongo 2016 get plateaued because of their lack of information about the language learning process, especially the intermediate plateau. Their not- knowing about how language learning works slowed their progress, or even stopped their progress which can give an impact on their personal quality and the quality of the university.

Whether this Pre-Hypothesis is true or false, it can be known from the result of this research. Then, it can be done by checking students' level of proficiency by using online tests and reflection questions taken from CERF. Also, information about their language learning process will be taken from an in-depth interview with some guided questions. From here, the language plateau phenomenon can be seen with various results.

The information about language plateau is derived from various sources, including online courses, books, finished thesis, some suggestions, and strategies from linguists & polyglots on Youtube and blogs are also used, because they are experts and are experienced in overcoming and helping language learners who are in the plateau phase, it can be said they are reliable and have proven their tips empirically.

The implications of this study are specified to English learners in UIN Walisongo Semarang and those who want to become English language instructors/teachers. After getting promoted, they are expected to be more confident in dealing with Plateau Language, so they can achieve their language learning goals. And for those who desire to become language instructors, understanding the intermediate plateau will be very helpful, because this is the inevitable phase for language learners, so when their students hit this phase, the instructor has already known how to react, or even become a basic pedagogical knowledge of English teaching and learning, so their students do not need to feel the plateau phase. If understanding the plateau phase is owned by every language student at UIN Walisongo in Arabic or English, their mastery of the target language can get further to the real-advanced level, which will give added value to the university.

B. Research Question

Based on the background of the study above, the problems of the study are:

1. How are the representations of students' intermediate plateau?
2. What are the reasons they get the intermediate plateau?

C. Objective of The Study

In line with the questions of the research, the objectives of this research are:

1. To explain the student's personal experience in language learning which relates to the Intermediate plateau. The

researcher wants to seek out the language plateau phenomenon in PBI B 2016. This could be done by knowing the condition of the study, whether they hit the Intermediate Plateau or not. Knowing this condition could be seen from their actual and latest test of proficiency level. Their personal background could be used as supporting evidence of whether they hit the Intermediate Plateau or not.

2. To describe the reasons that cause them to get the intermediate plateau. Continuing the explicit result from the test that indicates the participants hitting the intermediate plateau, further research through personal information of the participant's language learning process to find the reasons they hit the plateau is conducted. Through In-depth interviews with semi-guided interviews, participants could reveal the reasons they hit the plateau implicitly. The implicit data from participants then being analyzed to find the valid reasons for their language plateau and find the pattern of language plateau that happen at PBI B 2016.

D. Significant of the Research

In this research, the researcher is expected to give a significant contribution in key terms of theoretical and practical as follow:

1. Theoretical Significance

This research is expected to give a meaningful contribution to pedagogical development competence for all elements in EFL teaching and learning. Having appropriate knowledge of the common problems in the language learning process is hoped to give a significant impact that leads to successful learning.

2. Practical significance

a. For the student

By knowing the idea of language plateau, English language learners are facilitated with the knowledge of how to avoid obstacles in English language learning, so that they can pursue the fullest objective of their learning.

b. For the educators

The promoting language plateau gives some understanding of the existence of a common problem that many language learners have dealt with but have zero information about what happened to them. This idea could be helpful for educators to elevate the learners, so they can go further without getting stuck at some point in a long time. Fixing the problem in the language learning process or using it as preventive action, could have a meaningful impact on language learners.

c. For the next researcher

Hopefully, this study can be a reference for them to take research in the field of Language learning and Teaching.

E. The Limitation of the Study

The limitation is used to keep the research in line with the initial purposes of this study. This research is focused on exposing the language plateau occurrence in PBI B 2016 students and elaborating on the reasons for the language plateau phenomenon. Participants are chosen randomly from the population of PBI B 2016 of UIN Walisongo Semarang, which takes 10 participants as samples. The research uses tests and semi-guided interviews for having the explicit results of language plateau occurrence and finding out the reasons behind the language plateau occurrence of PBI B 2016 UIN Walisongo Semarang.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the theories related to the problem of the research, which is being used as a reference to give a relevant understanding of the problems in this study. Some literature is provided in this chapter as additional sources for the research to enrich the result of the research.

A. Literature Review

1. Plateau Effect

The Plateau Effect or Plateau of learning is the most powerful force of nature that happens almost in every process of gaining something. In general, the plateau effect is a condition when someone comes into a period when there is no improvement in their performance after releasing more effort.⁷ It has the same concept as the concept of “diminishing returns”,⁸ which is the based concept in economy, but when applied in language learning it means that the more effort you give into language learning the smaller returns you will get. It sounds cruel, but that is the fact.

⁷E-book: John Honeybourne, *Acquiring Skill in Sport*, (Newyork: Routledge, 2006), P. 106.

⁸Malcolm H. Dunn, “The Law of Diminshing Returns”, *Disertation* (Eschborn: Technische University Darmstadt, 1992), p2,

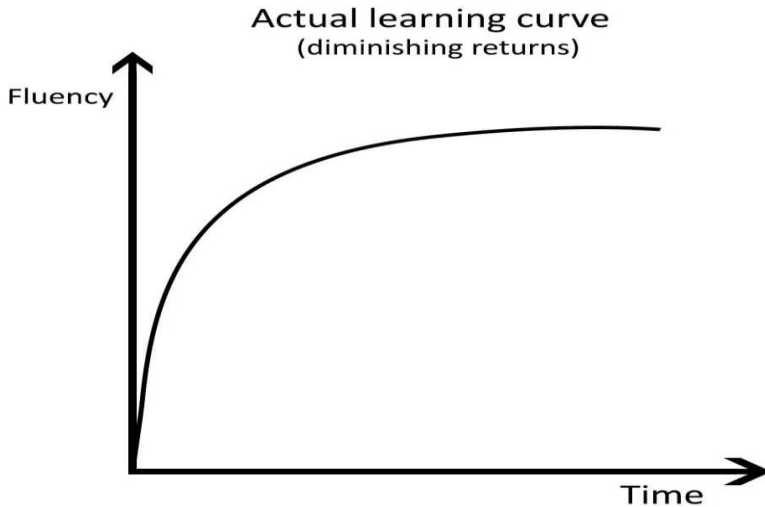


Figure 1. Learning curve (cited from “Reaching a Plateau”)

As a force of nature, The Plateau Effect is connected to human life. In the book, *The Plateau Effect* written by Bob Sullivan & Hugh Thompson said that “the plateau effect is a law of nature, as real and impactful as gravity or friction”.⁹

As it said at the beginning of the paragraph that every process in gaining something will be faced by the Plateau Effect, is real. Even physics, biology, chemistry, and economics all dictate this truth that effort follows the law of diminishing returns.¹⁰ But it has its usage and description depending on the subjects. For example: in the field of

⁹E-book: Bob Sullivan & Hugh Thompson, *The Plateau Effect: Getting from Stuck to Success*, (New York: Penguin Group, 2013), p. 10.

¹⁰E-book: Sullivan & Hugh Thompson, *The Plateau Effect: Getting from Stuck to Success*, (New York: Penguin Group, 2013), p.9.

Health and fitness, the Plateau Effect refers to when a body becomes accustomed to a certain stimulus and thus ceases to respond to it.¹¹ In other words, the bodybuilding program stops improving because similar routines make the body adapt to it then become get used to it, and then the progress goes flat. In the field of educational psychology, the plateau of learning is a phenomenon when the learner gets no progress after giving an effort and practicing in the way of learning a new skill.¹² In terms of human life alike food taste, relationships, careers, and sex, the plateau effect is called saturation, which has meaning that excessive repetition or overfamiliarity with something gives someone a feeling of bored for having similar results without improvement which can lead someone to be a bad decision-maker.¹³ The other one is acclimation. Acclimation itself is a condition when human senses become dull with their natural stimulus after getting persistent stimulus from outside. The acclimation itself gives more bad effects than good, it gradually decreases the human ability to sense.¹⁴ And there are more other definitions regarding with plateau effect adjusted with their field and characteristic that make them sounds different but still in the same basic concept that in the process

¹¹E-book: Ripfast, *Ultimate Muscle Building Systems Training Manual*, (Ripfast Corporation, 2014), p. 56.

¹²Qing Xu, "Moving Beyond the Intermediate EFL Learning Plateau", *CCSE journal*, (Vol. 5, No. 2, 2009), p. 66.

¹³E-book: Sullivan & Hugh Thompshon, *The Plateau Effect: Getting from Stuck to Suchcess*, (New York: Penguin Group, 2013), p.97.

¹⁴E-book: Sullivan & Hugh Thompshon, *The Plateau Effect: Getting from Stuck to Success*, (New York: Penguin Group, 2013), p.98.

of something, humans will be faced with a condition when everything is getting flat or plateaued.

In this study, the book on the Plateau Effect created by Bob Sullivan & Hugh Tompshon is used as a basic reference, because it serves some causes and solutions for the plateau effect. There are 8 solutions and 8 causes in the book, but only 3 have a relation with Intermediate Plateau, based on the research. Those are:

- i. *Going flat* is a condition when someone gets dull or numb at something, only because overreacting to something makes the human body and mind get used to something. The cause is repetition or routine activity with the same technique or approach. The solution is diversity in their daily routine.
- ii. *Greedy algorithm*, it has the meaning that humans tend to look for short-term solutions and ignore long-term solutions. It is all about too quick for deciding taking action. Humans are conditioned to think that short-term greed leads to good solutions because long-term greed is uncomfortable. and the result is humans get stuck in their comfort zone, and progress does not happen. And the solution is deliberate practice, which is simply a way, deliberate practice makes someone gets out of their comfort zone.
- iii. *Bad Timing* is a condition when humans worked hard at something, gave lots of their time and effort but still get unpleasant results. In this case, the key is to take control

when applying effort and giving time, to put the effort the right time, it can be done by reflection.

2. **Plateau Effect on ELT**

As stated in the previous paragraph, the plateau effect can happen in every aspect of human life. Including in English language learning, it is called an intermediate plateau or language learning plateau. This is a kind of unavoidable phenomenon in language learning, and adult learners will experience a plateau as a temporary condition.¹⁵ The basic concept remains the same as the plateau effect, which is in the learning process, there is a time when progress becomes slower or gets flat. In language learning, the plateau effect commonly occurs at an intermediate level. In the journey of language learning, learners are faced with 3 main levels, Basic/ Elementary, Intermediate, and Advanced. From the basic level going to the intermediate, the learning process flows smoothly, and the progress significantly increases due to the high motivation and learning materials they faced. (Figure 2)

¹⁵Lukas john Murphy, “Why Some EFL Students Experience A Language learning Plateau While Others Do Not “, *ProQuest*, (2017), p.2.

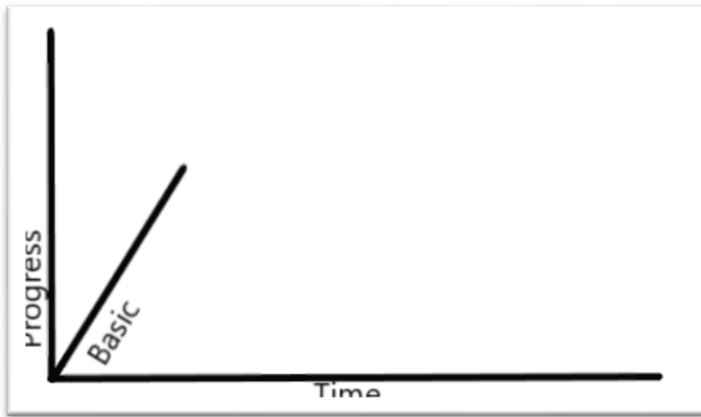


Figure 2. *Basic level*

After getting smooth and high achievement, learners become intermediate learners. Still, with high motivation and the effect of self-efficacy in their previous mastery experience, they got from the previous journey.¹⁶ They continue to conquer the intermediate level and go to the advanced level. But the result is not as smooth as at the basic level. The progress gets slower, and the time and effort they invested do not give the same return as they expected (Plateaued). Then, decreasing motivation starts to work, anxiety starts popping up in their mind, and in the worst case, learners stop to learn. (Figure 3)

¹⁶Ida Yulianawati, "Self-Efficacy and Writing: A Case Study at A Senior High school in Indonesian EFL Setting", *VISION*, (VOL.8, NO. 1,79-101, 2019), p.83.

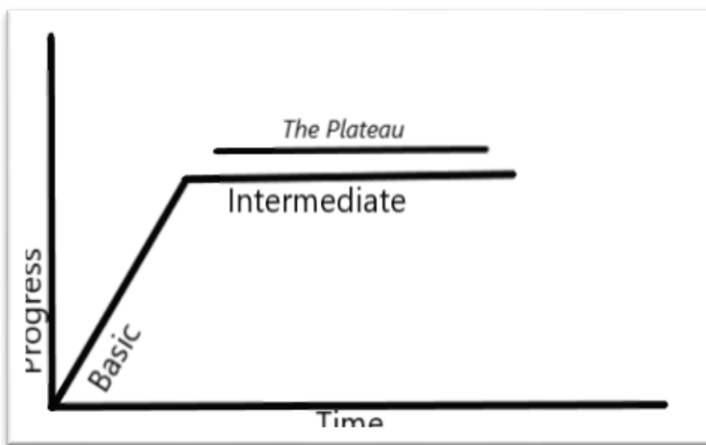


Figure 3. *The Intermediate level.*

That is an illustration of how the Plateau Effect works in language learning. But with the right knowledge of the Language learning process, learners do not need to stop learning, and even they do not need to be worried about the plateau, because it is a kind of illusion/bad perception in terms of feeling, as a result of their lack of knowledge of the language learning process. So, they can break through the plateau and keep moving forward to fluency. Because that is how language learning naturally works. They must encounter those stages or levels for becoming fluent. By knowing each characteristic of the stages or levels, the learner's perception of the Intermediate Plateau will vanish or the bad illusion will disappear, and then the advanced level can be achieved. (Figure 4)

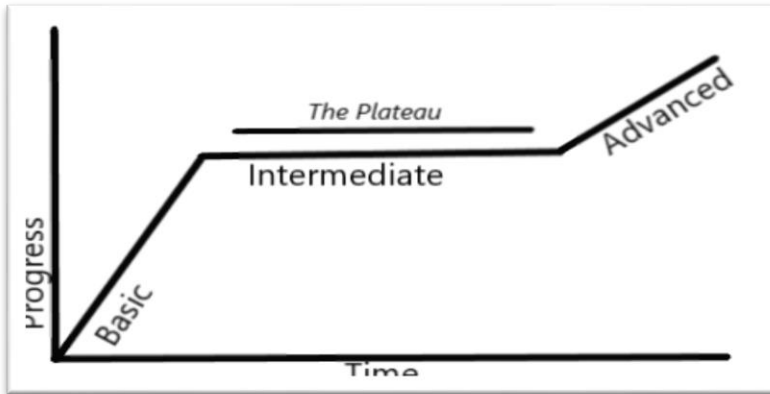


Figure 4. *Advanced Level.*

The anxiety, feeling stuck and getting stressed for not improving is the effect of a lack of knowledge about the language learning process. And this thesis wants to solve this problem by promoting it to the learners and teachers who deal with language learning, more specifically in English language learning.

3. **Description of Proficiency levels**

Intermediate Plateau comes from the Intermediate level in leveling proficiency in ELT. Because the plateau commonly happens at the Intermediate level. There are many descriptions out there regarding this leveling. This study will use descriptions from CERF to help the researcher to measure and classify participants' proficiency levels. The CERF stands for Common European Framework of Reference, purposed for language learning, teaching, and assessment. It is used widely across Europe for reference in the assessment of

proficiency level. Because it serves detailed information and descriptions for four competencies in language learning. But this study uses the summarizing version, to make it easier to communicate for non-specialist users. The descriptions are ¹⁷

Basic / Elementary (basic users)	A1	<ul style="list-style-type: none"> • Can understand and use familiar everyday expressions and basic phrases aimed at the satisfaction of needs of a concrete situation • Can introduce him/herself and others and can provide basic personal and family information such as name, address, telephone number, e-mail, age, date of birth, marital status, children, and where he/she works. • Can interact simply provided the other person speaks slowly and clearly and is prepared to help.
	A2	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions • Can communicate in simple and routine tasks requiring a direct exchange of information on familiar and routine matters • Can describe in simple terms aspects of his/her life, needs, feelings, and immediate environment and matters in areas of immediate relevance
	B1	<ul style="list-style-type: none"> • Can understand the main points of clear standard oral and written texts on matters regularly encountered in work, school, leisure, etc.

¹⁷E-book, Council of Europe, *The Common European Framework of Reference for Languages: Learning, Teaching, Assessment*, (Strasbourg: Cambridge University Press), p.24.

Intermediate (independent users)		<ul style="list-style-type: none"> • Can deal with most situations likely to arise whilst in the area where the language is spoken. • Can produce simple connected text on topics that are of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and choices.
	B2	<ul style="list-style-type: none"> • Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her specialization. • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without a lot of strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	C1	<ul style="list-style-type: none"> • Can understand a wide range of demanding, longer texts, and recognize implicit meaning. • Can express him/herself fluently and spontaneously without obvious searching for expressions. • Can use language flexibly and effectively for social and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, cohesive devices and style.

Advanced (proficient users)		cohesive devices.
	C2	<ul style="list-style-type: none"> • Can understand with ease virtually everything heard or seen. • Can summarize information from different spoken or written sources, reconstructing arguments and accounts in a coherent presentation. • Can express him/herself spontaneously, very fluently and accurately, differentiating finer shades of meaning even in the most complex situations.

4. Brain-Based Learning

The promotion follows the principle of Brain-Based learning. BBL itself is a new perspective in teaching and learning. It uses the knowledge about the human brain to be implemented in education, By synchronizing learning with how the human brain naturally processes information.¹⁸ the author prefers to use BBL rather than Learning Style theory in the implementation of teaching and learning. Because, classifying students' way of learning based on their preferences minifies human potential that can do more than that, based on the author's opinion. And also the theory of learning styles is contradict how the human brain works. The learning style theory said that

¹⁸Eric Jensen, *Brain Based Learning: Pembelajaran Berbasis Otak*, (California, Corwin Press, 2008), p. 12.

individuals differ in how they learn.¹⁹ The best way to learn is to adapt learning to students' learning styles. The common learning styles are Visual, Auditory, and Kinesthetic. But BBL derived from Neuroscience, said that the human brain learns by processing all kinds of input from all sensory devices, feelings, emotions, etc. at the same time.²⁰ with some evidence that the author found which can prove that the learning style theory is not suitable for teaching and learning, the author uses BBL to implement teaching and learning. And in this case, the promotion itself is the teaching activity.

In brain-based learning, the way the human brain learns is quite simple. It is all about making connections among the neurons. The connection will happen if the input is coherent with the basic knowledge, that is learning.²¹

For detailed information, Eric Jensen in his book BBL provides five stages of optimal learning.

Stage	Description
Stage 1 : Pre-exposure & preparation	Provides the brain with an overview of the new learning material and helps the brain develop better conceptual maps and

¹⁹Muhammad Nafi Annury, "Student's Language Learning Styles: An Ethnographic Case Study at UIN Walisongo Semarang", *VISION*, (Vol. 5, No. 1, 2016), p. 138.

²⁰Eric Jensen, *Brain Based Learning: Pembelajaran Berbasis Otak*, (California, Corwin Press, 2008), p.21.

²¹Eric Jensen, *Brain Based Learning: Pembelajaran Berbasis Otak*, (California, Corwin Press, 2008), p.53.

	curiosity or excitement
Stage 2 : Acquisition	Provides immersion; allows learners to get exposed to information implicitly or explicitly.
Stage 3 : Elaboration	Processing stage; let the students make connections between new information with their basic knowledge.
Stage 4 : Memory formation	Strengthen the information to be stored in long-term memory.
Stage 5 : Functional integration	Enlarge the usage of the new memory.

The learning activity happens at stages 1 & 2. The communication or making connection among the neurons starts from there. And the promotion follows these patterns. Stage 1 has already been accomplished because the participants have already had a lot of experiences or basic knowledge due to their learning process in the English language for years. And the promotion is the rest of the stages.

B. Previous Research

Previous research will be presented in this study related to the Intermediate Plateau in EFL. The first one is from Qing Xu, with the title Moving Beyond the Intermediate EFL Learning Plateau. This research aimed to point out plateau manifestations and causes and also provides solutions to overcome the intermediate plateau from the

learner's perspective. She described the intermediate plateau as a period of little or no further progress, after getting boosted progress at the beginning of learning.²² This research proposed 2 different points of view that cause the plateau phenomenon. The first one is internal factors, such as interest, time and learning strategy. Then the external factor, there is the teaching approach, input and learning environment. The solutions she gave in her research only focused on internal factors such as personality factors and learning strategy.

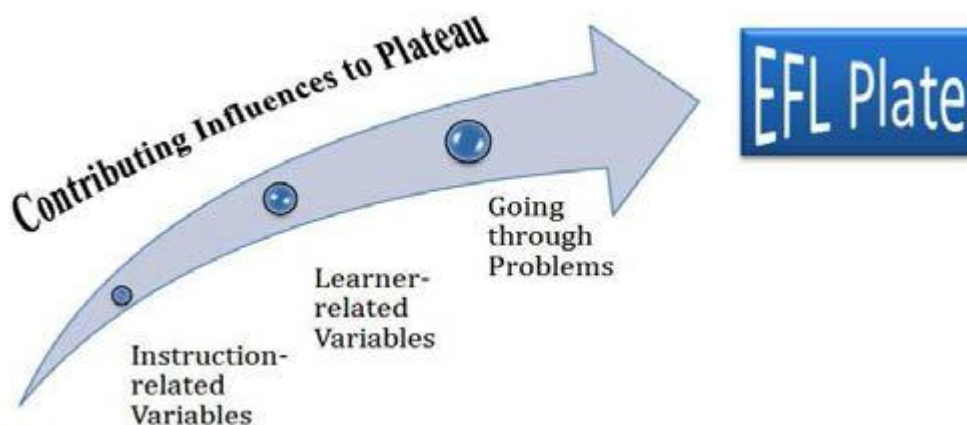
Her study has similarities with the author's research. It has the same purpose to give solutions on how to minimize the plateau effect in EFL learning. And her proposed solutions will be used in this study as an emphasizing theory combined with experts' solutions.

The second is from Mehdi Mirzae, Masoud Zoghi, & Haniyeh Davatgari Asl, and the title is Understanding the Language Learning Plateau: A Grounded-Theory Study. They used the qualitative method, the grounded theory. Their purpose is to elicit new theories about intermediate plateau and explore the process by which plateau phenomenon occurs in an Iranian EFL setting. In this case, the similarity between this study and their study is from the way this study is conducted, using the same method of research, but with a different purpose, their research tries to come up with a new theory, and this study focuses on promoting the intermediate plateau. This can happen because each research has its problems according to the situation of

²²Qing Xu, "Moving Beyond the Intermediate EFL Learning Plateau", *Asian Social Science*, (Vol. 5, No. 2, 2009), p. 66.

the environment, and the problem the author found is the lack of knowledge of the language learning process.

From their research, they came up with a new perspective on how intermediate plateau, the theory named A Theory of EFL Plateau, and it sounds that language learning plateau occurs as a result of the contribution of three influences namely *Instruction-related Variables*, *Learner-related Variables*, and *Going through Problems*. Each of them has factors that can lead to a plateau but at different levels degrees.²³ It can be illustrated in this figure 5.



The third comes from Jack C. Richards, and the title is Moving

²³Mehdi Mirzae, et. all, "Understanding the Language Learning Plateau: A Grounded-Theory study", *TELLSI*, (Vol. 11, No. 2, 2017), p. 212.

Beyond the Plateau: From Intermediate to Advanced Levels in Language Learning. In his booklet, he tried to examine some problems that learners often encounter when they move from intermediate to advanced level, and he gave solutions for each problem he found. And his famous findings regarding the problems encountered by the learners are:

- a. There is a gap between receptive and productive competence.
- b. There are persistent fossilized language errors.
- c. Fluency may have progressed at the expense of complexity.
- d. The learner has a limited vocabulary range.
- e. Language production may be adequate but often lacks characteristics of natural speech.

From those all founded problems, he proposed seven points that learners should achieve at the way of advanced level, those are:

- a. Expanding grammatical competence, including acquiring new ways of using known forms as well as adding more complex language resources to his or her language linguistic repertoire.
- b. Becoming more fluent and accurate language users.
- c. Developing the capacity to monitor his or her language use as well as that of others and noticing the gap between his or her productive competence and those of more advanced language users.

- d. Continuing to develop his or her vocabulary, particularly in the 5000 to 6000 words range.
- e. Mastering the use of conversational routines and other means of participating actively in conversation and other forms of spoken discourse.
- f. To further develop his or her proficiency in listening, reading, and writing.

The problems and solutions presented above will be used as supporting suggestions that will be used in the promotion section.

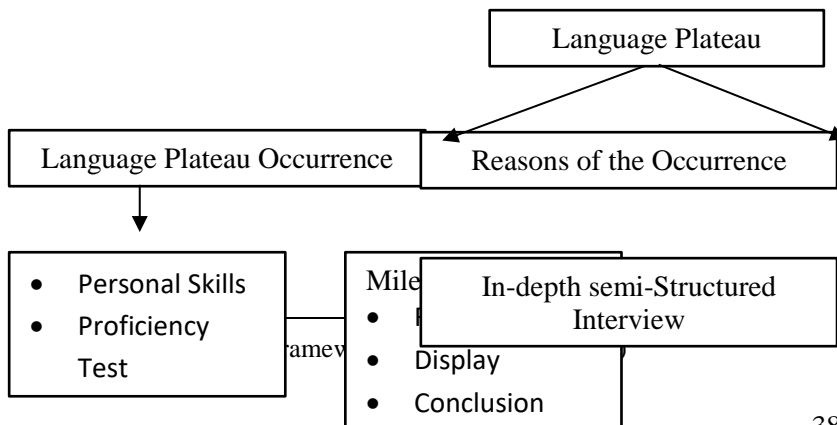
Richard's study about the intermediate plateau is focused on preparing language learners before they go further to the advanced level. To become aware of what they are studying, because this is the main problem believed by the researcher as a core occurrence of why learners of the English language at PBI 8 B UIN Walisongo often get stuck at an intermediate level, even though they have passed the advanced level of four competencies.

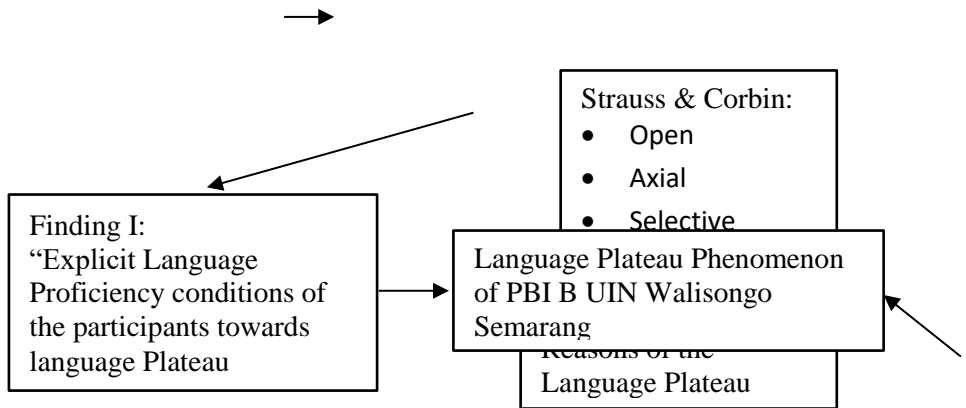
The fourth comes from Zuzana Markuskova with her research *The Intermediate Plateau with the Focus on Errors and Error Correction in Communicative Classes*. This research has similarities in the goal of the study. The goal of her study is to give understanding to the language teachers about Language Plateau so that when they found their students struggling in their language learning process, they know how to fix the problem consciously.

The fifth comes from Lukas John Murphy with the research *Why Some ESL Students Experience a Language Learning Plateau while Others Do Not*. This research has similarities in the way of obtaining the data by using a personal approach interview to get reliable data. The differentiation from this study is the object of the interview of this study is broader than the research from Murphy. His object of the interviews is on the language learning process, but this research also follows the psychological approach of the subjects of the study.

C. Conceptual Framework

A conceptual Framework is used to give a clear understanding of how the research is getting done. This framework is a guideline of the research which covers the research questions and methods in analyzing the data, until constructing the casual data into conceptual unity which represents the objectives of the study.²⁴ The framework in this study is as follow:





The conceptual framework describes the arrangement of the research process. The framework means finding out the Language plateau phenomenon at PBI B 2016 of UIN Walisongo Semarang, by investigating the student’s language proficiency condition and language learning process of the subject. The result of the study generates a conceptual pattern of the Language Plateau Occurrence at UIN Walisongo Semarang by following the framework above.

CHAPTER III

RESEARCH METHODOLOGY

This chapter breaks down the conceptual framework into a detailed system plan for getting the objective of the research. Detailed information of the system plan is deployed with having related theory

by the type of research.

A. Research Design

This research will use a descriptive qualitative method, which focuses on a psychological approach. The psychological approach tries to comprehend and learn about human patterns, responses, and reactions.²⁵ In this case, this research tries to comprehend and learn participants' responses and reactions in dealing with Intermediate Plateau/language Plateau.

The focus of this research is to find out the language plateau phenomenon at UIN Walisongo PBI B 2016. By implementing Strauss & Corbin model and Miles Huberman model. To do this, knowing participants' condition regarding their language learning process and their level of proficiency is needed as the main data in this research, by having explicit results of their level of proficiency and analyzing their responses and reactions dealing with their language learning process.

B. Subject of the study

This research involves learners of English Language Education at UIN Walisongo from the 2016 generation as the primary data resource, who have passed the four competencies of reading, writing, listening, and speaking at an advanced level. This homogeneity comes

²⁵Lathifatul Azizah, "*Persepsi Masyarakat Desa Growong Lor Kecamatan Juwana Kabupaten Pati Terhadap Program Dakwah Mamah dan AA Beraksi Di Indosiar*", Tesis (Semarang: Program Pascasarjana UIN Walisongo, 2019), p. 13.

from the learner position as English Majority students of UIN Walisongo from the 2016 generation, and all of them have passed the advanced skills of four proficiencies, and they were learned under the same system and curriculum from UIN Walisongo. The 10 participants which are chosen based on the researcher's capability to come and visit them to have an in-depth interview and tests, consist of three males and seven females from different regions.

C. Study Focus

The focus of this research is to explore the Language Plateau Phenomenon and the fundamental reasons someone gets a plateau, which can be found in the participant's representation of their learning process in terms of the Intermediate Plateau. To reveal it without getting unrelated data, limitation is needed. The limitation itself comes from the question that will be used at the In-depth interview which will be synchronized with Fan Yi's finding of the plateau phenomenon causes. Those are internal and external factors; another finding might come up which makes this research sidetracked. Below are the limitations to keep the research linear.

1. How is the effect of intrinsic factors on the participant's language plateau phenomenon?
2. How is the effect of extrinsic factors on the participant's language plateau phenomenon?

3. How is the pattern of the occurrence of the language plateau phenomenon

D. Method of Collecting Data

The researcher uses three kinds of tools to get the data. Using online tests to know participants' level of proficiency, using questionnaire reflection to get their interpretation of their quality, and in-depth interviews to know the factor of how they arrived at that position from extrinsic and intrinsic factors. The online test and questionnaire are used to reveal participants' real proficiency level which is important to find out whether they hit the plateau or not and will be processed using Miles and Huberman model. The in-depth interview is used to gain some evidence and the reasons behind their plateau phenomenon by using the Strauss & Corbin Model of data analysis.

1. Online Test

Online tests are used to measure the quality of the participants dealing with their level of proficiency. The test is made by ILS English Language Training for measuring the proficiency level of English learners. It consists of 50 questions in multiple-choice form, which consists of vocabulary usage and grammar in the range from basic-advanced level to being put randomly.

Since this test is made by ILS English, the researcher does not know how the calculation works on the test, but it can be analyzed

from the form of the test and the characteristic. The multiple-choice form is used because multiple-choice has high reliability and objectivity result and can be used to assess almost all language skills.²⁶

Vocabulary usage is a common priority in deciding participants' levels because vocabulary plays an important role in language learning.²⁷ Without vocabulary, anyone could not bring about both productive and receptive skills. In an EFL setting, researchers suggest that knowing a minimum vocabulary of 3000 words is required to provide coverage of a high percentage of words on an average page of text.²⁸ This means a lot for this test in deciding the level of test takers.

The characteristic is similar to the Production of a dictionary-based sampling test, which is taking 5% of 2000 to 3000 words, then the 5% words will be used to be the questions of the test. Then, the result will be multiplied by the total of the taken words. From that, the average words that test takers had will come up, and it can be used as the data to classify their levels.²⁹

²⁶Leila Javid, "*The Comparison Between Multiple-choice and Multiple True-false Test Formats in Iranian Intermediate EFL Learner's Vocabulary Learning*", Thesis, (Iran: ScienceDirect, 2014), p.785.

²⁷Irwan Kurniawan, "*Measuring EFL Student's Vocabulary Size: Why & How*", thesis (Lampung: Jurnal Tadris Bahasa InggrisIAIN Raden Intan Lampung, 2016), p.89.

²⁸Jack C. Richards, "*Moving Beyond the Plateau: From Intermediate to Advanced Levels in Language Learning*", (England: Cambridge University Press, 2008), p.12.

²⁹Iwan Kurniawan, "*Measuring EFL Student's Vocabulary Size: Why & How*", thesis (Lampung: Jurnal Tadris Bahasa InggrisIAIN Raden

The data will be used to diagnose participants' English proficiency and declare whether they hit the plateau or not. And also, from the data the researcher can give suitable solutions for their problems to break through the intermediate plateau.

The instruments are linked to ILS websites, participants' smartphones and internet connections. Below are classifications of the questions synchronized with the CEFR level of proficiency:

Table 3.1
Synchronized Questions of the test and CEFR

Basic / Elementary (basic users)	A1	1.1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.	Question
		1.2	Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.	Question
		1.3	Can interact simply provided the other person talks slowly and clearly and is prepared to help.	

Intan Lampung, 2016), p.99.

	A2	<p>1.4 Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment).</p> <p>1.5 Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</p> <p>1.6 Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>	<p>Question</p> <p>Question</p> <p>Question</p>
Intermediate	B1	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. • Can produce simple connected 	<p>Question</p>

(independent users)		<p>text on topics that are familiar or of personal interest.</p> <ul style="list-style-type: none"> • Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans. 	<p>Question 16, 28</p>
	B2	<ul style="list-style-type: none"> • Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and 	<p>Question 28</p> <p>Question 29</p>

		disadvantages of various options.	
Advanced (proficient users)	C1	<ul style="list-style-type: none"> • Can understand a wide range of demanding, longer texts, and recognize implicit meaning. • Can express him/herself fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic, and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices. 	<p>Question</p> <p>Que</p> <p>Question</p>
	C2	<ul style="list-style-type: none"> • Can understand with ease virtually everything heard or read. 	Question44

- Can summarise information from different spoken and written sources, reconstructing arguments, and accounts in a coherent presentation.
- Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of Proficient meaning even in more complex situations.

2. Questionnaire

Common European Framework of References for Language made some criteria about the skills language learners can perform in general. These criteria can be used as a reflective tool for each participant because people normally have self-awareness.³⁰ The result of this test will be used to reveal the participants' real level of proficiency by comparing it with the result from the 4 main skills and the online test. By measuring him/herself through reflection made by CEFR, it can be their true imagery of what they can do in English language performance. The result, not only can be used to measure

³⁰Muchlisin Riadi, "*Konsep diri (Pengertian, Aspek, Dimensi, Jenis dan Faktor yang Mempengaruhi)*", <https://www.kajianpustaka.com/2020/11/konsep-diri.html?m=1>, accessed 15 march 2023.

their real level but also can be used as concrete evidence for them to engage their need for a solution so that promoting can be more exciting.

This test uses papers and is given to the participants, and they have around 30 minutes to finish it. Each paper is given the name of the participant. Each Category has 5 points, the total points multiplied by the total categories can be used as their representation of their level of fluency.

Table 4.1

CEFR Level Calculation

Level	Categories	X	Po
Basic	6	X	
Intermediate	7	X	
Advanced	7	X	
Total Accumulation			

Proficiency Level Categorization

Level	Range
Basic	0-30 points
Intermediate	31-65 Points
Advanced	66-100 Points

Table 5.1
CEFR Leveling

<p>Basic Elementary (basic users)</p>	<p>A1</p>	<ul style="list-style-type: none"> • Can understand and use familiar everyday expressions and phrases aimed at the satisfaction of needs of a concrete situation. • Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. • Can interact simply provided the other person talks slowly and clearly and is prepared to help.
	<p>A2</p>	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions aimed at most immediate relevance (e.g., very basic personal and administrative information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple exchange of information on familiar and routine matters. • Can describe in simple terms aspects of his/her background, education, work and environment and matters in areas of immediate need.
	<p>B1</p>	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.

Intermediate (independent users)		<ul style="list-style-type: none"> • Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. • Can produce simple connected text on topics that are of personal interest. • Can describe experiences and events, dreams, hopes and ambitions. Can briefly give reasons and explanations for opinions and plans.
	B2	<ul style="list-style-type: none"> • Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and viewpoints. Can present a clear argument or account of an issue, giving the advantages and disadvantages of various options.
Advanced	C1	<ul style="list-style-type: none"> • Can understand a wide range of demanding, longer texts, and recognise implicit meaning. • Can express him/herself fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on a wide range of subjects and showing controlled use of organizational patterns, styles and register.

(proficient users)	C2	<ul style="list-style-type: none"> • Can understand with ease virtually everything heard or read • Can summarize information from different spoken and written sources, reconstructing arguments, and accounts in a coherent presentation • Can express him/herself spontaneously, very fluently and accurately, differentiating finer shades of Proficient meaning even in complex situations.
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3. Interview

The interview uses semi-structured interviews, which means that the researcher will use guided questions and the researcher can freely ask something about the topic. This is used because human experiences are different from one another, so different causes and problems related to the intermediate plateau can be generated.

Recording audio through a smartphone is used to record the interview. Afterward, the record is breakdown into words which then become transcripts to make it easier for the researcher to work with the data.

Due to the limitation of this research, some questions are arranged to follow the main cause of language plateau in Fan Yi’s research, which are intrinsic and extrinsic factors. Below are the guided questions to dig out information from the participants.

Variable	sub-variables	Indicators	Questions
----------	---------------	------------	-----------

Intermediate Plateau	Motivation	<ul style="list-style-type: none"> a. Learning reasons b. Goal-related 	<ul style="list-style-type: none"> a. Why do you decide to learn your second language? b. What is your learning purpose?
	Language learning process	<ul style="list-style-type: none"> a. Skill Preference b. Strategy 	<ul style="list-style-type: none"> a. Which skill do you want to improve? b. How do you achieve it? c. What kind of strategies do you use to achieve it? d. How is the impact of your learning process? e. Is there any difficulty in achieving that? f. How do you deal with it?
	Faced problems	<ul style="list-style-type: none"> a. Struggling in learning b. Arrived at intermediate 	<ul style="list-style-type: none"> a. Have you ever felt stuck in learning? b. How long have you been at the intermediate level? c. How do you feel when you are at the intermediate level? d. Do you feel any difficulty when you came from basic to intermediate? How do you try to move from intermediate to advanced?

E. Method of Analys Data

In this section the data analysis in this study will use Strauss & Corbin model for the interview data, which includes three steps of coding procedures: (i) Open coding is where the concept is identified; (ii) Axial coding is where the main categories come up; (iii) selective coding is where the core categories arrive. This method is used to reveal the theme or pattern which is resulted from the participant's intermediate plateau.

Miles Hubberman Model is also used to analyze the Test Data. There are three steps in this model. (i) data reduction (ii) data display (iii) conclusion drawing. This method of analysis is used for the data from the Test by following some steps which can make the data from the test to be more comprehensible.

1. Open Coding

Open coding is used to simplify the raw data from In-depth interviews. By examining the data, each of the participant's responses will get suitable naming by using inductive coding principles, where the name of the code is derived from the participant's responses.

The design will be analyzing each participant's transcript from the interview, and looking for some concepts that might relate to the intermediate plateau, from intrinsic factors and extrinsic factors. Each founded concept the being named with a code that indicates the person's name and which line it comes from. Then all the concepts are concentrated due to each kind which usually is called 'Sub-Categories', below is an example:

Table 6.1
Example of Open Coding: concepts & Categories

No	Concepts	Sub-C
1	Do learning when it comes to Examination <i>IN012</i>	<i>Learning</i>
2	Studying over deadline <i>ID05</i>	
3	Joining language learning program <i>IF09</i>	
4	Making mini custom Vocabulary <i>IA015</i>	

2. Axial Coding

The categories from the open coding are massive, then in the axial coding, the random categories are reorganized due to their similarity. the organized Sub-categories then being grouped to be “main categories” which represent all the similar categories. Below is an example:

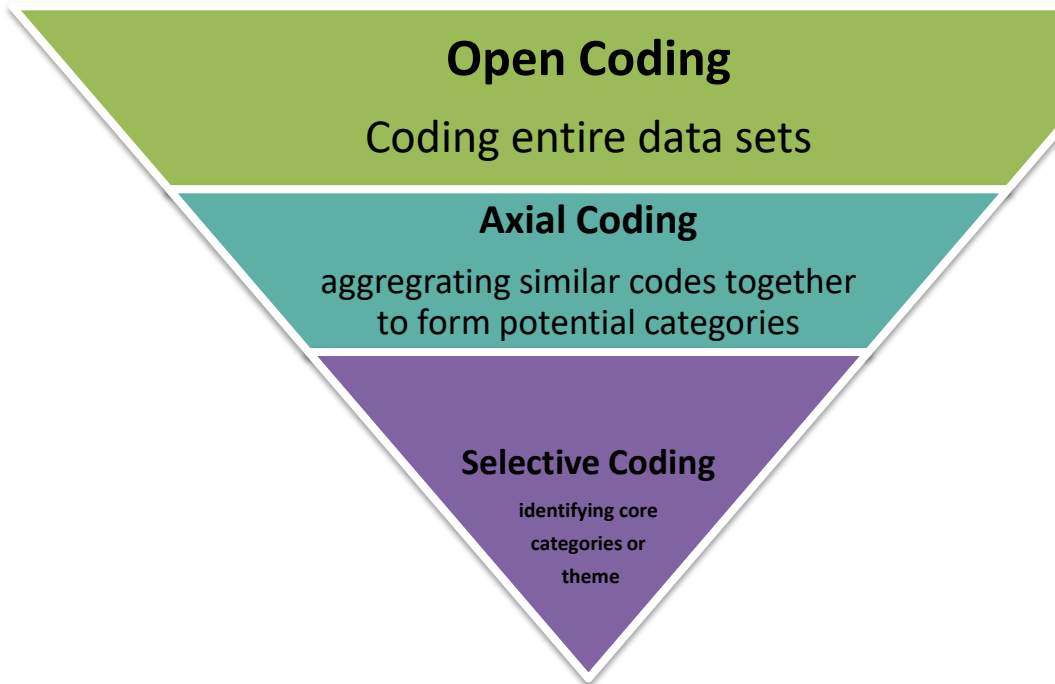
Table 6.2
Example of Axial Coding

No	Sub-Categories	Main C
1	Learning strategies	Learner Re
2	Self-Efficacy effect	Motivation
3	Job Opportunities	
4	Following parent’s Desire	
5	Lovemaking progress	

3. Selective Coding

In this stage, derived from the main categories from Axial Coding, a core category comes up to cover up all the events from the participant's language learning process to be one code that represents the language plateau phenomenon.

Table 6.3 Selective Coding Example



4. Data reduction

Data reduction converts the random data gained from the participants to become more comprehensible. It is only because data reduction is summarizing, choosing important stuff, focusing on

essential stuff, and looking for themes and patterns.³¹ The data will be classified into some domains, (i) ILS test scoring, (ii) passing four language proficiencies and (iii) CEFR reflection test.

In this data analysis, the data being used are from the Test, CEFR reflection, and interview. All the data are being reduced to be more pleasant to the readers, with narrative structure in the beginning as the introduction taken from the interview, then followed with displaying the test result and their capability of language performance.

5. Data display

The second step is data display. After being analyzed in data reduction, the data from participants will be presented narratively, following the most frequent form of display data in qualitative research in the model of Miles and Huberman that is in narrative text.³²

The narrative text of the data will talk about the student's profile, followed by the result from summarizing the ILS proficiency test & CEFR reflection test.

6. Conclusion drawing

The third step is conclusion drawing. This is a recap of all tests which have been done by each participant. From here, the language plateau effect can be seen by comparing what they think they are

³¹Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D*, (Bandung: Alfabeta, 2011), p. 247

³²Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D*, (Bandung: Alfabeta, 2011), p. 249.

capable of doing with their actual capability.

In this research, participants' results of Four main skills from university & their reflection test using CEFR will be used to represent their self-thought capability. The ILS test result will be used to check their real capability. By comparing the result of those two test categories, the researcher can see whether participant's get plateaued or not.

The result from the conclusion-drawing process can be used as a basic reason to trigger their curiosity and self Awareness. This can be used to provoke their emotion to feel the need to learn more. The need for information behind their phenomenon of language plateau. From here, the promotion of the idea of Language Plateau can be done with more impact on the participants.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Introduction

The purpose of this research is to find out the phenomenon of the Language Plateau, and finding out this phenomenon will lead to finding some reasons why participants get plateaued. The solution emerges as a result of the reasons for their Language Plateau phenomenon. Then, promoting this idea can fully be done.

This chapter provides a discussion of the findings obtained through Tests and In-depth interviews with 10 participants. The finding from the Test is to prove the existence of the Intermediate Plateau Phenomenon explicitly. On the other hand, an In-depth Interview finding is used to elaborate on the reason for the existence of the Intermediate Plateau Phenomenon.

1. Finding I: Explicit Result of Intermediate Plateau

Using Miles and Hubberman's Method of analysis data to summarize and make the data more comprehensible by reducing the data and displaying the reduced data.

Data reduction is used to summarize the personal profile of each participant using a narrative text model, to give comprehensive detail and general information about participants. Then, the Data display is used with columns, separating each deployed test from participants to

be easily read.

Participants profile:

Fika Eliza

Fika is a member of PBI B 2016, she has learned English for 6 years. The reason is simply to be able to pass the STAIN test because that is what she dreamed of. She started to learn with her private teacher to face the test, and then she failed. Meantime taking a second chance to take the same test, her mother asked her to be a teacher, then she took UIN Walisongo to study English as a teacher even though she did not love it.

After a few semesters, she found out that she got slower to improve even though she kept learning. But she made it to finish her study even though she did not love them in the first place.

ILS	•	<ul style="list-style-type: none">• she did an online pro with 50 questions from got a score of 52%• due to ILS's scoring between 41% and 60 proficiency is Intern
ACHIEVED SKILLS	•	<ul style="list-style-type: none">• have passed the advan• have passed the advan• have passed the advan

			<ul style="list-style-type: none"> • have passed the ad 	
CERF	BASIC	5	<ul style="list-style-type: none"> • can understand and use fami expressions and very basic p the satisfaction of needs o co 	
		5	<ul style="list-style-type: none"> • can introduce herself and oth and answer questions about 	
		5	<ul style="list-style-type: none"> • can interact simply provided talks slowly and clearly and 	
		5	<ul style="list-style-type: none"> • help. • can communicate in simple requiring a simple and direc 	
		5	<ul style="list-style-type: none"> • information on familiar and • can describe in simple terms background, immediate env 	
		5	<ul style="list-style-type: none"> • matters of areas of immediat • can understand sentences an expressions related to areas relevance 	
			5	<ul style="list-style-type: none"> • can understand the main poi standard input on familiar m encountered in work, school
			5	<ul style="list-style-type: none"> • can produce simple connect

	INTERMEDIATE	5	<p>that are familiar or of personal</p> <ul style="list-style-type: none"> • can describe experiences and express hopes and ambitions and briefly give reasons and explanations for opinions and preferences.
		5	<ul style="list-style-type: none"> • can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options or solutions.
	ADVANCED	5	<ul style="list-style-type: none"> • can produce clear, well-structured texts on complex subjects, showing effective use of organizational patterns, styles and cohesive devices.
		5	<ul style="list-style-type: none"> • can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.
		5	<ul style="list-style-type: none"> • can express herself spontaneously in a fluent and precise manner, differentiating shades of Proficient meaning especially in complex situations.
		5	<ul style="list-style-type: none"> • can express herself fluently and spontaneously without much obvious searching for expressions.
		5	
		5	

			<ul style="list-style-type: none"> • can use language flexibly and effectively for communication in social, academic and professional contexts
TOTAL PERCENTAGE		75%	Advanced Level

Maratul lathifah jauhari nafi

Lif is really something, her will to learn English is awesome. She started to learn English since enrolled herself at UIN Walisongo Semarang. She got passionate about mastering TOEFL. She did a lot of TOEFL tests and courses. For her, having a specialty in something that she learns the most is a must. That is why she tried to be an expert in TOEFL to be her identity.

ILS	<ul style="list-style-type: none"> • she did an online practice test with 50 questions from ILS with a score of 70% • due to ILS's scoring system, with scores of 61% and 80% the level of proficiency is Upper Intermediate
ACHIEVED SKILLS	<ul style="list-style-type: none"> • have passed the advanced level • have passed the advanced level • have passed the advanced level • have passed the advanced level

CERF	BASIC	5	<ul style="list-style-type: none"> can understand and use familiar everyday expressions and very basic phrases satisfaction of needs of a concrete type can introduce him/herself and others and answer questions about personal information 	
		5	<ul style="list-style-type: none"> as where he/she lives, people he/she knows things he/she has. 	
		5	<ul style="list-style-type: none"> can interact simply provided the other person speaks slowly and clearly and is prepared to repeat 	
		5	<ul style="list-style-type: none"> can communicate in simple and routine phrases requiring a simple and direct exchange of information on familiar and routine matters 	
		5	<ul style="list-style-type: none"> can describe in simple terms his/herself immediate environment and matters of immediate need. 	
		5	<ul style="list-style-type: none"> can understand sentences and frequent expressions related to areas of most relevance. 	
		5	<ul style="list-style-type: none"> can understand the main points of input on familiar matters regularly work, school, leisure, etc. 	
			5	<ul style="list-style-type: none"> can deal with most situations likely

	INTERMEDIATE	5	<ul style="list-style-type: none"> traveling in an area where the language is not familiar or of personal interest can produce simple connected texts on topics that are familiar or of personal interest
		5	<ul style="list-style-type: none"> can describe experiences and events, recount hopes and ambitions and briefly explain actions, explanations for opinions and plans
	ADVANCED	5	<ul style="list-style-type: none"> can understand with ease virtually all standard spoken language heard or read.
		5	<ul style="list-style-type: none"> can summarise information from spoken and written sources, reconstructing arguments and accounts in a coherent presentation of the content
		5	<ul style="list-style-type: none"> can understand a wide range of spoken and written texts, and recognize implicit meaning
		5	<ul style="list-style-type: none"> can express him/herself fluently and spontaneously without much obvious searching for expressions
		5	<ul style="list-style-type: none"> can produce clear, well-structured texts on complex subjects, showing controlled use of organizational patterns, connectives and cohesive devices.
		5	
	TOTAL PERCENTAGE	75%	Advanced

Faiz Wahyu Tohar

Faiz, a student who comes from Pati, has difficulty pronouncing the R-word is one of the reasons ended up being an English Education student. Before his current study, he used to learn at another University for just a few semesters, then he stopped it and continued to learn what he is learning now. He thought that his incapability to pronounce the R-word would give him advantages in learning English, but then he realized it did not work as he expected. The other reason he learns English was to become an English teacher just like his teacher.

His major problem in English is listening because his hearing ability does not work pretty well. That is why he started to change his path of learning Grammar.

<p>ILS</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • He did an online pro with 50 questions from got a score of 42% • due to ILS's scoring between 41% and 60 proficiency is Intern
<p>ACHIEVED SKILLS</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • have passed the advan • have passed the advan • have passed the advan • have passed the advan

CERF	BASIC	5	<ul style="list-style-type: none"> • can understand and use familiar expressions and very basic phrases to satisfy the needs of a concrete situation.
		5	<ul style="list-style-type: none"> • can introduce himself and others and answer questions about personal information such as where he lives, people he knows and things he has.
		5	<ul style="list-style-type: none"> • can interact simply provided the other person talks slowly and clearly and is prepared to help.
		5	<ul style="list-style-type: none"> • can communicate in simple and direct sentences requiring a simple and direct response.
		5	<ul style="list-style-type: none"> • can describe in simple terms his family, background, immediate environment and matters in areas of immediate concern.
		5	<ul style="list-style-type: none"> • Can understand sentences and short paragraphs and expressions related to areas of immediate relevance.
		5	<ul style="list-style-type: none"> • can produce simple connected phrases that are familiar or of personal interest.
	INTERMEDIATE	5	<ul style="list-style-type: none"> • can describe experiences and express hopes and ambitions and brief explanations for opinions.

	ADVANCED	5	<ul style="list-style-type: none"> • can summarise information from spoken and written sources, recognize arguments and accounts in a coherent presentation. • can understand a wide range of longer texts, and recognize impl
TOTAL PERCENTAGE		50%	Intermediate

Roichatul Jannah

Her calling name is Roi, she was born in Pekalongan and has learned English for 6 years. Her starting point when she fell in love with English was high school, she got well performed at Tour Guiding practice on tests and got praised by her friends. From that self-efficacy effect, she decided to continue her study of English. Then she went to Pare for 9 months, then kept moving her study until graduated from UIN Walisongo Semarang by taking English Education Majority.

ILS	<ul style="list-style-type: none"> • she did an online pro with 50 questions from got a score of 60% • due to ILS's scoring between 41% and 60 proficiency is Intern
-----	--

<p>ACHIEVED SKILLS</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • have passed the ad • have passed the ad • have passed the ad • have passed the ad 	
<p>CERF</p>	<p>BASIC</p>	<p>5 5 5 5 5 5</p>	<ul style="list-style-type: none"> • can understand and use familiar expressions and very basic phrases for the satisfaction of needs of a • can introduce herself and others and answer questions about personal information such as where she/he lives, phone numbers, names, etc. and things he/she has • can interact simply provided the other person talks slowly and clearly and provides help. • can communicate in simple phrases requiring a simple and direct response • can describe in simple terms her background, immediate surroundings and other matters in the area of immediate concern • can understand sentences and short paragraphs and expressions related to areas

			relevance.
	INTERMEDIATE	5	<ul style="list-style-type: none"> can understand the main points of standard input on familiar matters encountered at work, school, leisure
		5	<ul style="list-style-type: none"> can deal with most situations likely to arise whilst traveling in an area where the language is spoken.
		5	<ul style="list-style-type: none"> can produce simple connected text that are familiar or of personal interest
		5	<ul style="list-style-type: none"> can describe experiences and express hopes and ambitions and briefly justify and explanations for opinions and decisions
		5	<ul style="list-style-type: none"> can produce clear, detailed text on a range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options
	ADVANCED	5	<ul style="list-style-type: none"> can summarise information from written and spoken sources, reconstruct arguments and accounts in a coherent presentation.
		5	<ul style="list-style-type: none"> can express herself spontaneously and fluently and precisely, differentiating

		5	shades of Proficient meaning in complex situations.
		5	<ul style="list-style-type: none"> • can express herself spontaneously without much obvious searching for expressions.
		5	<ul style="list-style-type: none"> • can use language flexibly and appropriately for a variety of social, academic and professional contexts. • can produce clear, well-structured text on complex subjects, showing appropriate use of organizational patterns, cohesive devices.
TOTAL PERCENTAGE		80%	Advanced Level

Nafisah Mardhianah

Nafis, having clear pronunciation in English is her strength. She started to love English when she won an English speech competition when she was a senior high school student. The way English is learned also being the reason she decided to go further in studying the English language. For those reasons, the vision to be an English teacher came up. Then, she enrolled in English education at UIN Walisongo Semarang to get the qualifications of being an English teacher. She did a part-time job as an English tutor to strengthen her teaching ability so that she could become a good English teacher.

<p>ILS</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • she did an online pro with 50 questions from got a score of 54% • due to ILS's scoring between 41% and 60 proficiency is Interme 	
<p>ACHIEVED SKILLS</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • have passed the advan • have passed the advan • have passed the advan • have passed the advan 	
	<p>BASIC</p>	<p>5</p> <p>5</p> <p>5</p> <p>5</p>	<ul style="list-style-type: none"> • can understand and use familiar expressions and very basic phrases • satisfaction of needs of a concrete • can introduce her or herself and ask and answer questions about such as where she/he lives, people knows and things he/she has. • can interact simply provided the talks slowly and clearly and is p • can communicate in simple and requiring a simple and direct ex

CERF		5	<p>information on familiar and r</p> <ul style="list-style-type: none"> • can understand sentences and expressions related to areas of relevance.
	INTERMEDIATE	5	<ul style="list-style-type: none"> • can understand the main points of standard input of familiar material encountered in work, school,
		5	<ul style="list-style-type: none"> • can deal with most situations whilst traveling in an area where the language is spoken.
		5	<ul style="list-style-type: none"> • can describe experiences and events, current and future plans, hopes, and ambitions and brief reasons and explanations for opinions.
	ADVANCED	5	<ul style="list-style-type: none"> • can express him or herself spontaneously and fluently and precisely, differentiating shades of Proficient meaning.
		5	<ul style="list-style-type: none"> • can use language flexibly and effectively for social, academic and professional purposes in complex situations. • can use language flexibly and effectively for social, academic and professional purposes.
TOTAL PERCENTAGE		50%	Intermediate Level

Abdul Malik El Hakim

Malik still comes from the same region as Nafisah, he also studied English at UIN Walisongo Semarang. That is the first time he decided to learn English. His point of view about English is quite simple, English is a flexible skill that most job opportunities require this skill. That is why his reason for taking English is for getting a job. To do this, he said, having good speaking and grammar are essential for him.

<p>ILS</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • she did an online pro with 50 questions from got a score of 50% • due to ILS's scoring between 41% and 60 proficiency is Intern 	
<p>ACHIEVED SKILLS</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • have passed the advan • have passed the advan • have passed the advan • have passed the advan 	
		<p>5</p>	<ul style="list-style-type: none"> • can understand and use familiar expressions and very basic phras satisfaction of needs of a concre

CERF	BASIC	5	<ul style="list-style-type: none"> • can interact in simple simply person talks slowly and clear to help. • can communicate in simple a requiring a simple and direct information on familiar and n
		5	
		5	
	INTERMEDIATE	5	<ul style="list-style-type: none"> • can understand the main poin standard input on familiar ma encountered at work, school,
		5	<ul style="list-style-type: none"> • can produce simple connecte that are familiar or of persona
		5	<ul style="list-style-type: none"> • can describe experiences and hopes and ambitions and brie and explanations for opinion
	ADVANCED	5	<ul style="list-style-type: none"> • can understand a wide range longer texts, and recognize in • can understand with ease virt heard or read.
	TOTAL PERCENTAGE	40%	Intermediate Level

Khoirunnikmah

Nikmah is one of the participants that getting inspired by her English teacher. She wanted to be the same figure as her teacher, then she ended up studying English Education at UIN Walisongo to make her dream comes true. The prior skills that she wanted to master are Grammar and Reading since she got an opinion that to be an English teacher those two skills are essential.

<p>ILS</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • she did an online pro with 50 questions from got a score of 40% • due to ILS's scoring between 21% and 40% of proficiency is pre- 	
<p>ACHIEVED SKILLS</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • have passed the advan • have passed the advan • have passed the advan • have passed the advan 	
		<p>5</p> <p>5</p>	<ul style="list-style-type: none"> • can understand and use familiar expressions and very basic phra the satisfaction of needs of a co • can introduce herself and other and answer questions about per

CERF	BASIC	5	such as where she lives, people and things she has.
		5	<ul style="list-style-type: none"> • can interact simply provided help.
		5	<ul style="list-style-type: none"> • can communicate in simple terms requiring a simple and direct response, information on familiar and routine matters.
		5	<ul style="list-style-type: none"> • can describe in simple terms their background, immediate environment and matters in areas of immediate concern. • can understand sentences and short expressions related to areas of immediate relevance.
	INTERMEDIATE	5	<ul style="list-style-type: none"> • can understand the main points of standard input on familiar matters encountered at work, school or in leisure.
		5	<ul style="list-style-type: none"> • can deal with most situations that arise whilst traveling in an area where the language is spoken.
		5	<ul style="list-style-type: none"> • can produce simple connected speech that are familiar or of personal interest.
		5	<ul style="list-style-type: none"> • can describe experiences and events.

		5	<p>hopes and ambitions and briefly</p> <p>and explanations for opinions a</p> <ul style="list-style-type: none"> • can understand the main ideas o <p>on both concrete and abstract to</p> <p>technical discussion in her field</p> <p>specialization.</p>
	ADVANCED	5	<ul style="list-style-type: none"> • can summarize information fro <p>spoken and written sources, rec</p> <p>arguments and accounts in a co</p> <p>presentation.</p>
		5	<ul style="list-style-type: none"> • can understand a wide range of <p>longer texts, and recognize imp</p>
		5	<ul style="list-style-type: none"> • can understand with ease virtua <p>heard or read.</p>
TOTAL PERCENTAGE		70%	Advanced Level

Muhammad Afif Ahzami

Afif is an English Education student at UIn Walisongo who comes from Pati. Before being a college student, he worked at a factory as an employee, but only for 3 months. Then he decided to pursue his old dream, to become an English instructor. He started to study English in the third grade of senior high school by getting involved in English Club. And also he studied English at Pare for 3

months. Before he became a college student at UIN Walisongo Semarang. Besides his desire to be an English Instructor, he is keen on Music and Theater, which become the reason why he became a member of Theater BETA.

<p>ILS</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • he did an online p with 50 questions got a score of 58% • due to ILS's scori between 41% and proficiency is Inte 	
<p>ACHIEVED SKILLS</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • have passed the ad • have passed the ad • have passed the ad • have passed the ad 	
	<p>BASIC</p>	<p>5 5 5</p>	<ul style="list-style-type: none"> • can understand and use famil expressions and very basic pl satisfaction of needs of a con • can introduce himself and oth and answer questions about p such as where he lives, peopl things he has.

CERF		5	<ul style="list-style-type: none"> • can interact simply provided the • talks slowly and clearly and is p • can communicate in simple and • requiring in simple and direct ex 	
		5	<ul style="list-style-type: none"> • information on familiar and routi • can understand sentences and fra • expressions related to areas of m • relevance. 	
	INTERMEDIATE	5	<ul style="list-style-type: none"> • can understand the main points • standard input on familiar matt • encountered in work, school, le 	
		5	<ul style="list-style-type: none"> • can produce simple connected t • that are familiar or of personal 	
		5	<ul style="list-style-type: none"> • can describe experiences and ev • hopes and ambitions and briefly • and explanations for opinions a 	
	ADVANCED	5	<ul style="list-style-type: none"> • can understand a wide range of • longer texts, and recognize imp 	
	TOTAL PERCENTAGE		45%	Intermediate Level

Iannatul Izzah

Her purpose of study started to emerge after she studied a few semesters in English Education at UIN Walisongo Semarang, even she got English Certificate from Pare after studying at Pare for 2 weeks. She realized how important English is at work which made her keep studying until graduated from UIN Walisongo. Her main purpose was to learn Bahasa, but then she chose a different path on her journey.

<p>ILS</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • she did an online with 50 questions got a score of 34% • due to ILS's score between 21% and of proficiency is p 	
<p>ACHIEVED SKILLS</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • have passed the ad • have passed the ad • have passed the ad • have passed the ad 	
		<p>5</p> <p>5</p>	<ul style="list-style-type: none"> • can understand and use famil expressions and very basic p satisfaction of needs o concre • can introduce herself and oth and answer questions about p

CERF	BASIC	5	<ul style="list-style-type: none"> • Can understand with ease virtually all standard input heard or read.
		5	<ul style="list-style-type: none"> • can communicate in simple and direct sentences requiring a simple and direct exchange of information on familiar and routine matters.
		5	<ul style="list-style-type: none"> • can understand sentences and short texts containing expressions related to areas of immediate personal relevance.
	INTERMEDIATE	5	<ul style="list-style-type: none"> • can understand the main points of standard input on familiar matters encountered in work, school, leisure, etc.
		5	<ul style="list-style-type: none"> • can deal with most situations likely to arise whilst traveling in an area where the language is spoken.
		5	<ul style="list-style-type: none"> • can produce simple connected texts on familiar topics that are familiar or of personal interest.
		5	<ul style="list-style-type: none"> • can describe experiences and events, give reasons for opinions and plans, hopes and ambitions and briefly narrate events and explanations for opinions and plans.
		5	<ul style="list-style-type: none"> • can summarize information from texts.
		5	<ul style="list-style-type: none"> • can summarize information from texts.

	ADVANCED	5	spoken and written sources, and arguments and accounts in a presentation.
		5	<ul style="list-style-type: none"> • can express herself fluently and without much obvious searching for expressions. • can use language flexibly and appropriately for social, academic and professional purposes.
TOTAL PERCENTAGE		60%	Intermediate Level

Dina Salma

Dina, one of the participants learned English just for fun. She did study at BEC Pare for 6 months, and she graduated from UIN Walisongo as an English Teacher, without any specific purpose from it. She said she likes it because her tutor was good when lecturing her at BEC. Then she just enrolled in English Education at UIN Walisongo Semarang to follow what she likes.

ILS	<ul style="list-style-type: none"> • she did an online test with 50 questions and got a score of 56% • due to ILS's scoring system, her score was between 41% and 56%
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<p>ACHIEVED SKILLS</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • have passed the advan • have passed the advan • have passed the advan • have passed the advan 	
<p>CERF</p>	<p>BASIC</p>	<p>5 5 5 5 5 5</p>	<ul style="list-style-type: none"> • can understand and use familiar expressions and very basic phrases to the satisfaction of needs of a co • can introduce herself and others and answer questions about personal details such as where she lives, people and things she has. • Can interact simply provided the partner talks slowly and clearly and is prepared to help. • can communicate in routine and simple transactions requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of his/her background, immediate surroundings and matters in areas of immediate concern. • can understand sentences and fr

			expressions related to areas of relevance.
INTERMEDIATE	5	<ul style="list-style-type: none"> can understand the main points of standard input on familiar matters encountered in work, school or leisure 	
	5	<ul style="list-style-type: none"> can deal with most situations that are encountered whilst traveling in an area where the language is spoken. 	
	5	<ul style="list-style-type: none"> can produce simple connected speech that are familiar or of personal interest can describe experiences and events, give reasons for opinions and plans 	
	5	<ul style="list-style-type: none"> can understand the main ideas of texts on both concrete and abstract topics including technical discussions in the field of specialization. 	
	5	<ul style="list-style-type: none"> Can understand a wide range of longer texts, and recognize implicit meaning. 	
ADVANCED	5	<ul style="list-style-type: none"> can express herself fluently and spontaneously without obvious effort or strain. 	
	5	<ul style="list-style-type: none"> can express herself fluently and spontaneously without obvious effort or strain. 	

			without much obvious searching expressions.
TOTAL PERCENTAGE		65%	Intermediate level

Achieved Language skills from University and Participants' perceptive language skills through CEFR reflective test are incompetent to represent participants' level of proficiency. Then the ILS test with exact measurement is more reliable to represent their current level of proficiency. The idea to add the Achieved skills from University and perceptive CEFR test is to engage their curiosity about the Language Plateau phenomenon.

Below is the Recapitulation from their Test:

Participant's Test Recap

No	Name	Achieved Skills	CEFR Reflection Test	La
1	Fika Eliza	Advanced Level	Advanced Level	In
2	Maratul L.J	Advanced Level	Advanced Level	Up
3	Fais Wahyu Tohar	Advanced Level	Intermediate Level	In
4	Roichatul Jannah	Advanced Level	Advanced Level	In
5	Nafisah Mardhianah	Advanced Level	Intermediate Level	In
6	Abdul Malik E.	Advanced Level	Intermediate Level	In
7	Khoirunnikmah	Advanced Level	Advanced Level	Pr
8	M. Afif Ahzami	Advanced Level	Intermediate Level	In
9	Iannatul Izzah	Advanced Level	Intermediate Level	Pr

10	Dina Salma	Advanced Level	Intermediate Level
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From the test Recap:

- i. All of them are categorized as Intermediate Level in general.
- ii. Only one of them almost has synchronized results among those three results in the advanced level.

The result indicates the existence of Language Plateau or Intermediate Plateau occurrence in PBI B 2016. Their average time consumption in the Intermediate level is 4 years of study at the university, eight of them graduated from the university when this test is deployed, and the rest were still ungraduated.

Then finding out the reasons for their Intermediate Plateau should be investigated in Finding Two.

2. Finding II: Behavioral Reasons Behind Participants' Intermediate Plateau

In this data analysis, the researcher tries to dig out the reasons for the intermediate plateau which comes from the Finding 1 result of data analysis. The method which is used in this data analysis is Strauss & Corbin method. The data being analyzed is the In-depth Interview of the participants.

There are three steps which to analyze the data, Open Coding for reducing and collecting the sub-categories, Axial Coding to seek out the main categories from the open coding, and selective coding to

cover up the language plateau phenomenon which happens in the PBI B 2016 by elaborating the Language Plateau Occurrence in the PBI B 2016.

OPEN CODING

Open coding is a process of reducing raw data to be more organized by separating concepts with naming each of the founded concepts.³³ Giving code to ease the data analysis of transcribed interviews is used in this data analysis. Some related evidence from the interview with the plateau occurrence based on the literature review is displayed originally. Then, taking the main idea of the paragraph to be used as Sub-categories is the last process of this data analysis.

Participant	Code	Statement	Sub-Cat
Nafis Mar.	INM4	-kan mbyen kan pernah ikut lomba pidato bahasa inggris, dan menang,dari situ mulai deh untuk menekuni bahasa inggris	Self-effi
	INM11	-nek aku sih biasa wae, merasa beban iya, tapi tak sikapi dengan biasaa saja, kalo belajar ya sebisane wae, dadi bukane membiarkan tapi tetep berproses secara sebisanya	Ignoranc

³³ Michael Williams and Tami Moser, “The Art of Coding and Thematic: Exploration in Qualitative Research”, (USA:Thomas Edison State University and Oklahoma tsate University, 2019), p. 48.

	INM14	-nek aku sih mengalir wae, kan soale aku juga gak seneng nontong film bahasa inggris, music yogak seneng, dadi yo belajare mengalir wae, semisal pengen belajar iki ya dilakoni, terkdanag tuntutan dari sekolah yo menyebabkan belajar, semisal kudu belajar iki, ya gelem ak gelem kan aku tetep kudu belajar, nah ngono iku mengalir wae	Mood
	INM19	-nek apakah ada efek pasti ada, nek signifikan si mbuh si, kan mau aku ngomong mengalir wae, yo efek e ngono wi, gabiso dibilang signifikan bgt	Ineff
Nikmah	IN6	-kepingin dadi guru	Intern
	IN19	yo engga jor joran, tapi tetep menyempatkan waktu untuk belajar,	Mood
	IN20	-ya ngga setiap hari si, sesuai mood	
	IN28	+secara persentase berapa persen?-75% ke 80%	Com
	IN29	+dengan ukuran iku, menurue smpyn wes cukup menjadi guru opo urung? Smpyn wes ngelesi?- insyaallah wes mampu untu dadi guru,heem aku wesngajar ngelesi,	
	IN30	+ nah apakah iku yang membuat smpyn tidak memfokuskan belajar skill yang lain? Karna skill yang anda butuhkan iku 80% udah kecapai, dan anda merasa mampu untuk menjadi guru? -bisa dibilang ya gituu, tapi bukane mengabaikan lo,	

		cuman agak dikesampingkan. Kan itu juga penting juga.lebih tepate tidak memprioritaskan yang lain selain 2 mau	
Afif	IA3	-nah aku ketemu konco seng pinter bahasa inggris, dan seneng lihatnya. Sehingga aku ngikutin, dia kan ikut kaya... study club gitu, namane iku ESPC, gatau singkatane apa, dan iku berlangsung beberapa bulan, dan seko iku juga aku pas ujian malah agak paham pas bahasa inggris dan setelah lulus iku aku bingung, temen-temen pada kuliah, tapi aku kepingin bekerja, yaa bantu orang tua lah, dan ternyata 3 bulan kerja aku ga betah wkwkwk.. dan setelah iku aku tau tetanggaku ada yang belajar di pare, dan aku nyoba ikutan. Disana we, ilmu di aliyah iku hilang semua, jdai mulai dari nol lagi, awale si aku kepontal-pontal, soale kebanyakan merak udah pro, nah dari situ aku nyoba menyeimangkan. Dari situ juga akupengen improve, ngga mau ketinggalan sama mereka, makane aku trus belajar dan belajar sampai bisa seimbang dengan mereka. kalo d bandingin dari univ, beda banget, feel.. sama atmosfernya beda, kegiatannya pun terstruktur banget.	External
	IA8	-sebenere wajar si, tiap orang paasti punya	Disappo

		<p>ekpektasii, dan bahkan aku dari pare, disana aku kan belajar secara intens, nah tak kira di kuliah itu lebih menakutkan lagi, itu ekspektasiku, dan awal kuliah ada kebosanan, yak arena mungkin metode yang dipakai di perkuliahan itu beda banget dari pare, feel nya dan atmorphere beda, apalagi ditambah cara kerja kurikulumnya, semisal tiapawal kuliah kan kita di kasih rps, disitu aja sya protes, apakah yakin satu materi bisa tuntas dalam seminggu, dan nyatanya kan engga, banyak yang di loncat2, dan yang paling menjengkelkan itu ketika kebut materi, ah ini apa2an gitu loh.</p> <p>Soalnya kan kita berangkat dengan bakcgrond skill yang beda2 mas, ngga semuane udah bagus dari awal, nah disitu saya protes, terlebih kalo ketemu dosen yang kurang niat, saya iktan ngga serius ketika perkuliahan.</p>	
	IA11	<p>-yaa, tetep belajar, tapi belaja nya waktu kuliah iku gak karuan hid, soalnya aku dari awal ngelihat cara mengajar dari dosen itu ngga cocok di aku, maksudnya gini , sebelume kan aku di pare itu tertata gitu, tapi di perkuliahan iki yaa, tau sendiri lah kepiye.. jadi dari situ tambah males hid, jadi belajare ya mood mood an aja, kalo pas ada tes</p>	Incor

		atau pas persentase gitu. Dan aku malah terfokus ke ukm hid, tau kan nek aku suka music, dan disitu aku nyaman	
Roica	IR4	<p>VN [12/18/2020, 3:33 PM] Roica : dorongan untuk milih bahasa inggris itu, kan aku smk pariwisata, trus di kelas 3 itu ada ujian praktek kejuruan kan, dan itu ternyata baru tau kalo ujiannya pake full inggris, nah disitu pariwisata kana da 3 bidang, guiding, ticketing, sama enterprener, dan waktu pake bahasa inggris itu kita kaget dong karna ngga pernah belajar bahasa inggris secara mendalam, kan cuman pelajaran dikelas biasa gitu, nah dari ujian itu mulai mikir, eh ternyata bahsa inggris itu pening ya, and then pas waktu itu selama 1 minggu kan belajar guiding pake b inggris ama indo, nah temen2 bilang kalo aku lebih bagus pake b inggris, nah mulai darisitu aku mulai suka b inggris karna di puji kannn, nah abis itu kan lulus, aku dutawarin ke pare, dan akhirnya kesana. Sebenere si pengen jadi guru juga, tapi guru bahasa asing gitu, dan kayaknya bahasa inggis bisa dicapai kan jadi yaudah ke UIN setelah itu</p>	Positive

	IR12	<p>VN [12/18/2020, 4:37 PM] Roica : untuk saat ini dengan kondisi seperti ini di uin, eee keep improving nya aku kayaknya ngga berjalan, karan aku tipenya tu kalo itu challenging maka oke aku bakal lakuin. Tapi selama 4 tahun ini kayaknya ngga ada yang challenging banget gitu, soalnya juga,, gimana ya, ya itu tempat lagi si aku mikirnya, ngga challenging banget, ngga nantang banget sehingga yaudah mengalir aja, dikasih apa ya terima, ngga sampe aku yang harus sanpe ngebet ini ini it utu enggak, jadi biasa aja. Terima apa adanya aja dari UIn.</p>	Unde
	IR13	<p>VN [12/18/2020, 4:40 PM] Roica : aku ngrasanya ngga ada improve sama sekali, jadiya apaya, ya ngga ada strategi apapun, jadi semisal pas kuliah ni, dikasih apa gitu, aku ngga pernah review lagi pas di pondok gitu. Dan juga pas di pondok pun ada juga pelajaran bahasa ingris, tapi yang basic2 gitu, ya jadi ngga ngimprove skillnya aku. Trus kalokmu Tanya apayg mau dicapai si, akulebih keee, kayak gini ya, aku masuk bahasa inggris juga karna kayaknya itu pilihan satusatunya yang aku bisa minatin, jadi ya ngga ada tujuan yang spesifik gitu, jadinya kalo kmu tanyak strategi</p>	Blurr

		<p>gitu, aku jadi bingung mau jawab apa, soalnya aku gaada sesuatuyang spesifik mau dicapai gitu.</p>	
Fika	IF3	<p>VN [12/17/2020, 10:59 PM] fika; karna ibuku pengen aku jadi guru hid, makanya aku mikir apa aku tetep disini aja dulu ya, nanti semisal mau ganti jurusan tinggal pindah, eh ternyata malah kebablasen sampe sekarang.[12/17/2020, 11:59 PM] Fika: Restu orang tua hid😊.</p>	External
	IF8	<p>[12/17/2020, 11:57 PM] Fika: Gak bisa dijawab jelas ini. Aku nek lagi mood ya doing something, pengen bisa lancar capcipcus speak english. Terus bljr grammar di buku TOEFL preparation. Nek lagi gak mood ya gak belajar hid. [12/17/2020, 11:57 PM] Fika: Gak konsisten belajarnya..</p>	Moody l
	IF17	<p>[12/18/2020, 12:15 AM] Fika: Kalo pas lulus itu bener bner belajar bahasa inggri yang 16 tenses itu dah paham gambar atau table yang cara cepat [12/18/2020, 12:15 AM] Fika: Makanya ku kira</p>	

		<p>pas masuk kuliah anak anaknya jg paling sama kaya aku wkwk. Malah aku pede. Dah ambil start awal. Eh ternyata pinter pinter bgtttt [12/18/2020, 12:16 AM] Fika: Dulu pas semeter awal awal kan aku suka maju ke depan sih hid. Krn ku tiap malam bljr .. tapi pas tau anaknya jago jago pinter pinter malahan aku jadi males..</p>	<p>Losin th</p>
	IF22	<p>VN [12/18/2020, 4:40 PM] Fika: aku kan emang ga terlalu suka bahasa inggris, dulu sih suka hid, karna temen2 itu di bawah standar gitu, jadi termotivasi. jadinya aku semangat, tapi pas kuliah kokliat temen2 nya udah selangit udah pad pinter2 gitu aku tu rasanya yaudahlah dijalanin ajaalah, kayak akunya ngga percaya dirii [12/18/2020, 4:41 PM] Fika: aku belum terlalu enjoy belajar bahasa inggris hid..</p>	
Ana & Dina	ID&A2	<p>-dina, nek aku karna ngga ketrima masuk ptn, lalu aku ikut kursus b inggris, jadi tau tentang b inggris, juga gurunya juga enak, sehingga keterusan. Dan akhirnya sampai ada di UIN ini, karna itu tadi.</p> <p>-ana, sebenere waktu smp aku pernah ikut lomba story telling, tingkat kabupaten, dan waktu sma kan aku jurusan IPA, dan pembelajaran bahasa iku</p>	<p>- exte -loos</p>

		dikurangi banget, dan gurune juga ga enak, jadi males. Dan alasan masuk ke uin di PBI itu, sebenere aku nyoba” malah ketompo. Aku kan ngga punya basic, karna tadi udah ilang minat pas sma, mau gamau harus belajar bahasa inggris mengikuti jurusanku, jadi pas masuk kuliah baru belajar. Dan itupun belajarnya ngga bener”.	
	ID&A5	-dina, aku belajar pas lagi butuh. Semisal kalo mau tes gitu baru belajar, soalnya kan untuk materi dasar Bahasa inggris nya kan udah dapet dari pare kan, jadi disini ngga terlalu belajarnya, kalo di bandingin si disana lebih bagus kalo soal ngajar materi dasar nya. Jadi disini paling ngulang aja, kecuali yang selain materi dasar loh ya, kaya makul tambahan gitu -ana, kalo aku belajar kalo kepepet, jadi nggak karna seneng bahasa inggris, setiap hari ke kampus bawa kamus kemana aja gitu.	-In the n learning - In the n learning
	ID&A11	-dina, ya gimana, soalnya ngga ada alasan buat mempelajari lebih dalam lagi perihal b inggris si, beda lagi kalo mau S2, itu baru, itupun kalo mau S2 aku gamau ambil b inggris. -ana, iya sama aku kalo mau S2 gamau ambil b Inggris, aku gamau terlalu berat si, tujuanku	-unspeci -Unclear

		kedepane cuman mau nikah ama pejabat :D,ngga mau terlalu ambil pusing	
Faiz	IFW3	-dari awal sih asline gak kepikiran meh masuk bahsa inggris, sejak aku metu seko jogja iku lho, aku mikir meh ngambil jurusan opoo, dan akhire kepikiran, oh iya akumbyen seneng bahasa inggris kan, dan karna aku cadel, dadi mungkin bias ngei keuntungan ketika speaking, eh ternyata orak. dan juga guruku sih, karna ngajare enak, aku dadi pengen dadi koyo guruku.	-Pecu factor
	IFW15	-nek ngerti ngono harus study hard lah, tapi kan dalam realita hal seperti itu jarang terjadi, mungkin yo nek wes kepepet nembe sinau, koyo nek pas ujian toefl ngono kae loh,	
	IFW18	-aku belajar ketika ono tekanan wae, senisal pas meh ujian ngono.	-In th learn
	IFW16	+brarti sikapmu menghadapi ketimpangan mau iku sante2 wae? -yaa aku pastine kepikiran truss ii, tapi tetep selow wae tindakane hahaha, slow but sure	-know acting

	IFW19	+tanpa metode? -tanpa metode, mengalir wae	-learning unstrateg
Malik	IM5	_ku mergo ngene loh, orak mergo kemauan, cumak koyone kiyo, channelle lueh akeh, luh fleksibel (bahasa inggris bisa diaplikasikan ke banyak hal), dadi ora mergo, biasane nek wong belajar kan wes ndue dasare, rodok iso lah, trus pengen ngembangke, kan biasane ngono. Tapi mbyen nek aku ki luh karna nek iso bahasa inggris ki iso neng kene iso neng kono (skillnya sangat aplikatif). luh spesifikke dalam dunia kerja.	-delicate
	IM10	-yo wes ancen ngono, sedikit2 tetp maju, tapi yo tetep tenang wae,	
	IM11	-yo jenenge wong tetp belajar, tapi kan orak di target , yo orak terstruktur, sak pengene.	-learning unstrateg
	IM14	-nek efek e pasti kurang apik, cuman kan keinginane urung kuat ngono, iseh nyante wae, dadi pasti orak efektif Sadar akan hasil	-no reaso
	IM15	-karna posisine kan urung ono tuntutan nopo kudu serius, mungkin nek wes ono dorongan alesan seng kuat bakal terstruktur, koyo mau kan alesan masuk neng bahasa inggris pun alesane iseh samar, fleksibel neng dunia kerja, kerjaane opo	

		<p>sneg dituju kan yo seng samar, karna tujuane seh samar yo cara menggapaine she samar, sak sak e lah mlakune.</p> <p>Mtivasi diri kurang</p>	
Iif	II3	<p>[12/18/2020, 9:11 PM] Iip Pbi B: Lagi sadar. Ternyata bahasa inggris tidak sesulit yg orang orang bayangkan</p> <p>[12/18/2020, 9:11 PM] Iip Pbi B: Dan aku suka bljr wkwk</p>	-love
	II5	<p>[12/18/2020, 9:19 PM] Iip Pbi B: TOEFL si kalo aku. Dgn bljr toefl kek mencakup semuanya soalnya wkkwkw</p> <p>[12/18/2020, 9:19 PM] Iip Pbi B: Toefl nya terutama Gmmar/structure</p>	-clear
	II6	<p>[12/18/2020, 9:25 PM] Iip Pbi B: Nek bjlr si ga mandang waktu si ya sebenere. Ya pngen lebih mendalami aja. Soalnya keknya smpe sini doang blum maksimal. Trus bljr dr guru satu ke guru lain juga beda. Setiap pindah guru pasti dapat ilmu baru. Harapane ya iso bljr terus ae. Nnti kalo hasil bljr nya bisa dipake misal daftar kerja atau beasiswa itu bonus . Hehe</p>	
	III1	<p>[12/19/2020, 6:02 AM] Iip Pbi B: Kalo aku si b aja ya. Dalam artian ga perlu cemas. Predikat itu</p>	-posisi encor

		memang harus dipertanggung jawabkan. Jd nek kit Sadar sebenere kita iseh intermediate ya harus bljr lg. Jgn mudah puas. Kudune sadar.	
	II12	[12/19/2020, 5:12 PM] Iip Pbi B: Aku orangnya jarang berprogress. Santai gitu. Tp kalo lg ngejalanin sesuatu yg dalam dalam progress dan kengalami kesulitan ya dijalanin aja. Aku ga pernah nganggep sulit, selama hal itu orang lain bisa ngelakuin, asal mau bljr dan mncoba pasti bisa.	
	II18	[12/18/2020, 9:42 PM] Iip Pbi B: Aku si senenge ikut lembaga. Jd semales malesnya aku tetep terpaksa ikut bljr	-having herself

AXIAL CODING

The sub-categories from the open coding are organized due to their similarity including its code. Axial coding is a process where combining the sub-categories by their similarity in concepts as preparation for selective coding.³⁴

No	Code	Sub-categories	Main Categories
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³⁴ Michael Williams and Tami Moser, "The Art of Coding and Thematic: Exploration in Qualitative Research", (USA: Thomas Edison State University and Oklahoma State University, 2019), p. 50.

1	INM4	self-efficacy 1	Motivation Rel variable
2	IN6	Internal factor	
3	ID&A2	self-efficacy 2	
4	II3	Love to Learn	
5	IFW3	Peculiar Factor	
6	IM5&10	Delicate Motivation	
7	IR4	Positive Feedback	
8	IF3	External Impulse	
9	IA3	External Affection 1	
10	ID&A2	External Affection 2	
11	INM11	Ignorance	Learning Strat
12	INM14	Moody Learning 1	
13	IN19	Moody Learning 2	
14	IA11	Inconstant Strategy	
15	IF8	Moody Learning 3	
16	ID&A5	In The Nick of Time Learning Strategy 1 & 2	
17	IFW15&18	In The Nick of Time Learning Strategy 3	
18	IFW19	Learning Unstrategically 1	
19	IM11	Learning Unstrategically 2	
20	INM19	Ineffective Result	Self-awarene
21	IFW16	Knowing without Acting	
22	II11&12	Positive Encouragement	
23	II18	Having Knowledge of Herself	
24	IN28&29	Comfort Zone	Goal

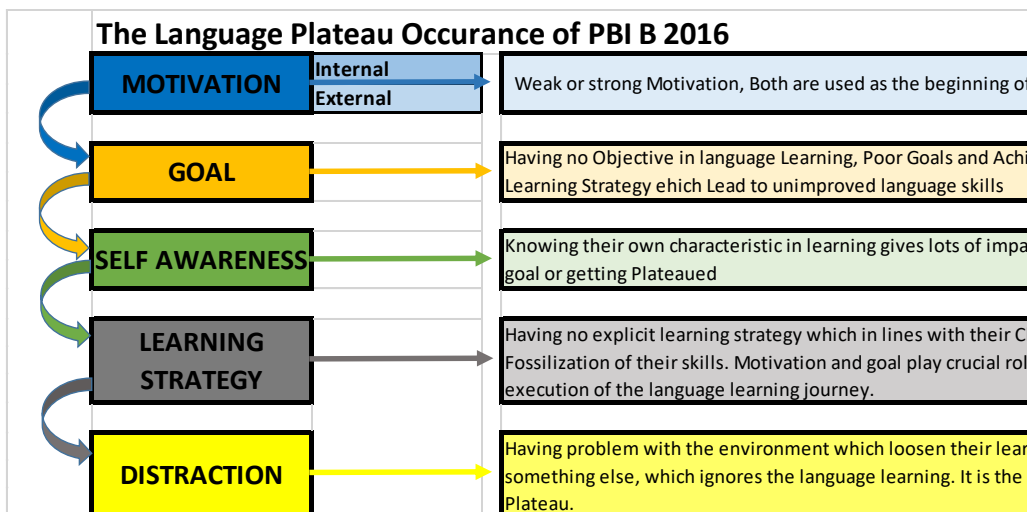
25	IR13	Blurry Aiming	Environment
26	ID&A11	Unspecific Purpose	
27	ID&A11	Unclear Objective	
28	IM15	No Reason to Go Further	
29	II5	Clear Objective	
30	IA8	Disappointment	
31	IR12	Undemanding Situation	
32	IF17	Loosing Excitement from Environment	

SELECTIVE CODING

Selective coding is the final step in Strauss and Corbin’s method of data analysis. It integrates all the categories from axial coding to be a formulation that covers the abstract concept from the open coding.³⁵

The result of this data analysis could be in the form of a theory about the Language Plateau Occurrence which is more specifically at PBI B 2016, as a result of the research questions of this research. Another finding might come up as additional findings which not being a main priority in this research.

³⁵ Michael Williams and Tami Moser, “The Art of Coding and Thematic: Exploration in Qualitative Research”, (USA: Thomas Edison State University and Oklahoma State University, 2019), p. 52.



The result of finding 2 by using the Strauss and Corbin method presents the reason for the participant's language plateau phenomenon indications from Finding 1. Below is an elaboration on the main reasons for language plateau with the evidence:

1. Motivation: this is the main reason the participants decided to learn the English Language. It does not matter whether they have strong or weak motivation at the beginning since motivation can evolve through the process. Advancement motivation leads to breaking through Intermediate Plateau, and loosening or disappearance of motivation leads to the language Plateau. In this research losing or disappearance motivation is the reason for 4 participants getting plateaued resulting in a reluctance to learn the target language.

No	Name	Code	Evidences
1	Fika Eliza	IF17	[12/18/2020, 12:15 AM] Fika: Kalo pas lulus itu bener bner be tenses itu dah paham gambar atau table yang cara cepat [12/18 Makanya ku kira pas masuk kuliah anak anaknya jg paling sam aku pede. Dah ambil start awal. Eh ternyata pinter pinter bgtttt Fika: Dulu pas semeter awal awal kan aku suka maju ke depan bljr .. tapi pas tau anaknya jago jago pinter pinter malahan aku
2	Afif Ahzami	IA11	-yaa, tetep belajar, tapi belaja nya waktu kuliah iku gak karuan ngelihat cara mengajar dari dosen itu ngga cocok di aku, maks aku di pare itu tertata gitu, tapi di perkuliahan iki yaa, tau send tambah males hid, jadi belajare ya mood mood an aja, kalo pas gitu. Dan aku malah terfokus ke ukm hid, tau kan nek aku suka nyaman
3	Roichatul	IR12	VN [12/18/2020, 4:37 PM] Roica : untuk saat ini dengan kond keep improving nya aku kayaknya ngga berjalan, karan aku tip maka oke aku bakal lakuin. Tapi selama 4 tahun ini kayaknya banget gitu, soalnya juga,, gimana ya, ya itu tempat lagi si aku banget, ngga nantang banget sehingga yaudah mengalir aja, di

sanpe aku yang harus sanpe ngebet ini ini it utu enggak, ja
aja dari UIn

- 4 Iannatul ID&A2 -ana, sebenere waktu smp aku pernah ikut lomba story telli
Izzah waktu sma kan aku jurusan IPA, dan pembelajaran bahasa
gurune juga ga enak, jadi males. Dan alasan masuk ke uin o
malah ketompo. Aku kan ngga punya basic, karna tadi udal
gamau harus belajar bahasa inggris mengikuti jurusanku, ja
belajar. Dan itupun belajarnya ngga bener”.

2. Goal comes as a result of motivation advancement, losing or disappearance of motivation leads to having no objective in learning, which makes the learning process unstrategically. This also leads to Language Plateaus for having similar repetition.

No	Name	Code	Evidences
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1	Iannauil & Dina Salma	ID&A11	dina, ya gimana, soalnya ngga ada alasan buat mempelajari le inggris si, beda lagi kalo mau S2, itu baru, itupun kalo mau S -ana, iya sama aku kalo mau S2 gamau ambil b Inggris, aku g tujuanku kedepane cuman mau nikah ama pejabat :D,ngga m
2	Malik El Hakim	IM15	karna posisine kan urung ono tuntutan nopo kudu serius, mur alesan seng kuat bakal terstruktur, koyo mau kan alesan masu alesane iseh samar, fleksibel neng dunia kerja, kerjaane opo s karna tujuane seh samar yo cara menggapaine she samar, sak
3	Roichatul	IR13	VN [12/18/2020, 4:40 PM] Roica : aku ngrasanya ngga ada r apaya, ya ngga ada strategi apapun, jadi semisal pas kuliah ni pernah review lagi pas di pondok gitu. Dan juga pas di pondok bahasa ingris, tapi yang basic2 gitu, ya jadi ngga ngimprove Tanya apayg mau dicapai si, akulebih keee, kayak gini ya, ak

karna kayaknya itu pilihan satusatunya yang aku bisa min
spesifik gitu, jadinya kalo kmu tanyak strategi gitu, aku ja
soalnya aku gaada sesuatuyang spesifik mau dicapai gitu.

3. Self-Awareness indicates the participant's competence in choosing a learning strategy which suitable for them to improve. Most of them are bad decision makers which also being the reason they plateaued. Only one of them has self-awareness and has a good decision in her language-learning strategy.

No	Name	Code	Evidences
1	Marathul Jauhari Nafy	II18	[12/18/2020, 9:42 PM] Iip Pbi B: Aku si senenge ikut lembag tetep terpaksa ikut bljr

4. Learning Strategy is the root of the Intermediate Plateau of the participants. Having poor execution with no strategy is the result of loosened motivation, having no goal, and a lack of self-awareness which lead to an Intermediate Plateau. 9 to 10 participants do not have any concerns about the learning strategy.

Participant	Code	Statement
Nafisah mardhianah	INM11	-nek aku sih biasa wae, merasa beban iya, tapi tak sikapi d belajar ya sebisane wae, dadi bukane membiarkan tapi tete sebisanya
	INM14	-nek aku sih mengalir wae, kan soale aku juga gak seneng inggris, music yogak seneng, dadi yo belajare mengalir wa iki ya dilakoni, terkdanag tuntutan dari sekolah yo menyeb kudu belajar iki, ya gelem ak gelem kan aku tetep kudu be mengalir wae
	INM19	-nek apakah ada efek pasti ada, nek signifikan si mbuh si, mengalir wae, yo efek e ngono wi, gabiso dibilang signifik
Khoirunnikmah	IN19	yo engga jor joran, tapi tetep menyempatkan waktu untuk
	IN20	-ya ngga setiap hari si, sesuai mood
Afif Ahzami	IA11	-yaa, tetep belajar, tapi belaja nya waktu kuliah iku gak ka

		awal ngelihat cara mengajar dari dosen itu ngga cocok sebelumnya kan aku di pare itu tertata gitu, tapi di perkuliahan kepiye.. jadi dari situ tambah males hid, jadi belajare ya ada tes atau pas persentase gitu. Dan aku malah terfokus suka music, dan disitu aku nyaman
Roichatul Jannah	IR13	VN [12/18/2020, 4:40 PM] Roica: aku ngrasanya ngga jadiya apaya, ya ngga ada strategi apapun, jadi semisal gitu, aku ngga pernah review lagi pas di pondok gitu. Dan ada juga pelajaran bahasa ingris, tapi yang basic2 gitu, skillnya aku. Trus kalokmu Tanya apayg mau dicapai s... ya, aku masuk bahasa inggris juga karna kayaknya itu p... bisa minatin, jadi ya ngga ada tujuan yang spesifik gitu strategi gitu, aku jadi bingung mau jawab apa, soalnya spesifik mau dicapai gitu.
Fika Eliza	IF8	[12/17/2020, 11:57 PM] Fika: Gak bisa dijawab jelas in... doing something, pengen bisa lancar capcipcus speak e... buku TOEFL preparation. Nek lagi gak mood ya gak b... PM] Fika: Gak konsisten belajarnya..
	ID&A5	-dina, aku belajar pas lagi butuh. Semisal kalo mau tes untuk materi dasar Bahasa inggris nya kan udah dapet e... terlalu belajarnya, kalo di bandingin si disana lebih bag... dasar nya. Jadi disini paling ngulang aja, kecuali yang s... kaya makul tambahan gitu -ana, kalo aku belajar kalo kepepet, jadi nggak karna se

		hari ke kampus bawa kamus kemana aja gitu.
Faiz Wahyu Tohar	IFW15	-nek ngerti ngono harus study hard lah, tapi kan dalam rea terjadi, mungkin yo nek wes kepepet nembe sinau, koyo n kae loh,
	IFW18	-aku belajar ketika ono tekanan wae, senisal pas meh ujian
	IFW19	+tanpa metode? -tanpa metode, mengalir wae
Malik el Hakim	IM11	-yo jenenge wong tetp belajar, tapi kan orak di target , yo c pengene.

5. Distraction, losing focus in the process of learning is also the cause of the Language Plateau. Execution of the decided learning strategy needs the focus of the learners to keep track of the learning goal. The founded reason for Intermediate Plateau dealing with distraction is only one participant with a Motivational problem.

No	Name	Code	Evidences
1	Afif Ahzami	IA11	yaa, tetep belajar, tapi belaja nya waktu kuliah iku gak karuan hid, ngelihat cara mengajar dari dosen itu ngga cocok di aku, maksudn

aku di pare itu tertata gitu, tapi di perkuliahan iki yaa, tau sendiri tambah males hid, jadi belajare ya mood mood an aja, kalo pas gitu. Dan aku malah terfokus ke ukm hid, tau kan nek aku suka nyaman

B. DISCUSSION

The Findings indicates the existence of a language plateau on PBI UIN Walisongo Semarang 2016 with the coveral problem “Controlled Learning”.

Some of the evidence of the existence can be seen from finding 1 and statements from the participant:

“yaa, nek aku selama di pare si ngejar sampe ke intermediate itu, jadi yaa awal mula aku di intermediate tadi setelah di pare, dan itu sampe sekarang nggak berkembang “ Afif Ahzami

“aku ngrasanya ngga ada improve sama sekali, jadiya apaya, ya ngga ada strategi apapun, jadi semisal pas kuliah ni, dikasih apa gitu, aku ngga pernah review lagi pas di pondok gitu. Dan juga pas di pondok pun ada juga pelajaran bahasa ingris, tapi yang basic2 gitu, ya jadi ngga ngimprove skillnya aku” Roichatul Jannah

“iyo sii, nek dipikir neh emang bener, wes lama juga ternyata gaono peningkatan” Faiz Wahyu Tohar

The statements conclude that the participants are unconsciously aware of the language plateau from the perspective of their effort in the language learning process. On the other hand, from the perspective of feeling which is the impact of the Intermediate plateau as stated by Xu Qing’s “Moving Beyond the Intermediate EFL Learning Plateau” is depression, feeling stuck and anxiety, the participants do not perform any of that:

“-ana, ya kita ngambil jurusan, maksute aku pribadi, kan aku masuk bahasa inggris kan. Berarti sks kan itu matapelajaran yang wajib kita ambil, berarti yam au gak mau kita belajar disitu, jadi bukan masalah kualitas yang disandangkan universitas, tapi , aku menyesuaikan dengan yang ada. Jadi nek aku si baises aja

-Dina, iya sama biasa aja, toh tau sendiri kan standar lulus makulnya apa aja, bukan cuman kualitas tapi ada factor lain” Iannatul Izzah & Dina Salma

”Kalo aku si b aja ya. Dalam artian ga perlu cemas. Predikat itu memang harus dipertanggung jawabkan. Jd nek kit Sadar sebenere kita iseh intermediate ya harus bljr lg” Maratul Latifah J.N.

“selama in aku belajarnya si bisa biasa aja hid, jadi aku nggatau levelku apa, tapi kalo dibilang advanced belun si, tapi diatasa basic lah. Kalo ngerasa stuck itu kayaknya engga” Fika Eliza

From the two points of view, the existence of the language plateau

is not always in line with the common understanding of the Language Plateau effect from the previous research. The effect might vary due to participants' motivation for learning the language, the stronger their motivation will give more possibility to get the effect of the plateau, and the weaker their reason for joining the language learning they likely not feel the effect of the plateau.

The idea of Controlled Learning refers to language learners who are consciously aware of what they do and have control of all decisions and actions in their journey of acquiring new skills. This idea is similar to Deliberate Learning Techniques which is the idea of being consistent with the learning, but controlled learning is more likely personal responsibility and dedication toward the learning process.³⁶

From knowing the detail of the problem language plateau can be overcome by any language learner. Since the idea of language plateau barely comes to the surface, many language learners get difficulty in their language learning process.

³⁶ Elgort Irina, "Deliberate Learning and Vocabulary Acquisition in a Second Language", Thesis (New Zealand: Victoria University, 2010), p. 3.

CHAPTER V

CONCLUSION AND SUGGESTION

In the previous chapters, the researcher has discussed the Introduction of the study, some related literature review, the methodology of analysis data, findings and discussion. The final chapter presents the conclusions and suggestions based on the research process and results.

1. CONCLUSION

The title Promoting Intermediate Plateau by looking language plateau phenomenon in PBI B2016 UIN Walisongo, the researcher has tried to seek out the Language Plateau phenomenon using guidance from Research Questions.

1. How are the representations of students' intermediate plateau?

This question has been answered with the finding about the explicit result which says the participant's condition towards Intermediate Plateau. Based on the condition, they are all indicated to get the Intermediate Plateau, but when it comes to the feeling, they do not perform the feeling of someone who is stuck at the Intermediate Plateau.

2. What are the reasons they get the intermediate plateau?

This answer is in finding 2 which talks about behavioral reasons for the language plateau. These are Motivation, Goal, Self-awareness, Learning Strategy and distraction, which the researcher calls Controlled learning.

From the findings, it could be said that the language plateau phenomenon does exist, not only as an abstract material like Feeling stuck but it can be tracked down with methodology. The cause of the language plateau might have slightly different outcomes, but the main cause would still be the same as the book of Plateau said.

The similarities of the concept mostly from the root of the Plateau Theory, The Book of Plateau and the Research conducted by Qing Xu “Moving Beyond the Intermediate EFL Learning Plateau.

A. From The Book of Plateau, there are three concepts in the literature review:

1. Going Flat: Going Flat Idea is in line with Founded Intermediate Plateau in the “Goal” Section. Having no goal could make Language learner doing repetition strategies in their learning process. The effect of Going flat for too much repetition makes the doer get numb at the skill they learn in a specific area.
2. Greedy algorithm correlates with the achieved goal cases. The doer stops at the intermediate level since their goal only needs

to be at the Intermediate level. this concept is similar to the short-term solution in the Greedy algorithm concept.

B. From the previous research from Qing Xu:

1. Internal factors: interest, time and learning strategy. These are the same as the findings of “Motivation, Goal and Learning Strategy”.
2. External factors: Teaching Approach and Learning Environment: similar to Distraction which is the effect of outer circumstances that lessens the learner’s motivation.

The similarity in findings are inevitable since the concept comes from the same root, distinction might come up from different places with different culture of learning, but still in the same rhyme. The book on Plateau gives a universal understanding of the plateau occurrence from a broad perspective, and Qing Xu’s research presents specific outcomes of the Plateau from the language learning perspective, while this research presents research by using the universal concept of Plateau and uses it as a foundation for the digging out the Language Plateau phenomenon in a specific point of view.

The point of view here is more likely psychological, which focused on the personal feelings and experiences of the participants about the language plateau, this resulted in two ways of defining the Intermediate Plateau stage of learning as a feeling and condition.

2. SUGGESTION

Indeed, this research is not completed yet, a better result would be better if the proficiency test is conducted using four main skills, and behavioral research would be better if not only using interviews.

For someone who wants to take the same path as the researcher to find out more about language plateau, using those two recommendations would help to strengthen the existence of language barriers such as Language Plateau/Intermediate Plateau, so that many teachers would be more insightful to fix the problems of their students.

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APPENDIX 1

Proficiency test from ILS English.

Q1: Tom _____ English

am are is be

Q2: _____ there a restaurant near here?

Are Do Is Have

Q3: I didn't _____ TV last night.

watch not watched watching watched

Q4: Look! The bus _____.

does leave leaving is leaving leaves

Q5: I've never _____ to England.

been go went going

Q6: _____ to go out to an Italian restaurant tonight?

You like Do you like Would you like Are you liking

Q7: To get to the Post Office, _____ at the end of this road.

go along go over go past turn right

Q8: Excuse me, _____ time, please?

have you got the what is what you have the

Q9: Dubai has _____ building in the world.

the most tall the tallest tall bigger

Q10: I think I've got a cold, I can't stop _____.

sneezing to sneeze sneeze the sneezing

Q10: I think I've got a cold, I can't stop _____.

sneezing to sneeze sneeze the sneezing

Q11: My parents _____ married since 1985.

have been got were are

Q12: Hurry up or we'll _____ our train!

miss fail catch lose

Q13: You're from New York, _____?

you are isn't it aren't you don't you

Q14: I don't know many people _____ still smoke nowadays.

who which they what

Q15: My mother _____ me to buy some tea.

spoke to told to told said

Q16: I wish I _____ get up early every morning!

wouldn't have to hadn't mustn't didn't have to

Q17: You should _____ my advice!

listen do hear take

Q18: How much time do you spend _____ English?

study studying studied to study

Q19: You should _____ for directions if you're lost.

to ask ask asking asked

Q20: Are you going to the cafe? _____ with you.

I'll come I can be coming I come I'm come

Q21: A lot of products _____ in China.

made are making is made are made

Q22: What is this _____ in English? I can't remember.

spoken said called named

Q23: If I _____ earlier, I wouldn't have been late for work.

was leaving had left have left left

Q24: By 2020 I think we will _____ a settlement on Mars.

be built built have been building have built

Q25: There were _____ of people at the football match on Friday.

hundreds many great deal fives

Q26: Do you fancy _____ away for the weekend?

be going go to go going

Q27: _____ to bring your passport. You'll need it at the airport.

You'd better If I were you I'd You should Don't forget

Q28: Mark: I've had a headache for three days. Sue: _____ to the doctors.

You should If I were you I'd go You must Try go

Q29: There are so many people off sick we'll have to put the meeting _____ until next week.

off back by over

Q30: Where's your car today? It _____ repaired.

been was being was is being

Q31: If the people on the ship _____ him, he would have drowned.

hadn't seen saw could see had seen

Q32: The journey _____ much longer than I had expected.

had taken was taken is taking took

Q33: He didn't enjoy studying abroad as he had _____ friends there.

few a few a lot of little

Q34: There's _____ in applying for the job. I'm not qualified for it.

- no reason no point no worth no chance

Q35: Please remain seated _____ The plane has come to a complete standstill.

- as soon as while until as

Q36: It's _____ to go climbing alone.

- hazard risky threatening danger

Q37: Chen's looking forward _____ his new job next week.

- to starting in starting to start starting

Q38: It's almost midnight. He _____ be coming now!

- mightn't can can't mustn't

Q39: The car _____ start this morning, so I was late for work.

- wouldn't hadn't shouldn't couldn't

Q40: You _____ be really excited about your trip to Germany.

must ought have to could

Q41: It looks _____ it's going to rain.

as like as as if alike

Q42: I wish I _____ more at college. I'd have a better job now!

had been studying studied would have studied had studied

Q43: I was _____ when I heard I'd got the job.

exciting excitable pleasing pleased

Q44: My manager _____ on excellent punctuality at all times.

advises persists insists demands

Q45: We have been _____ that a new training center should be built.

advise adviced advised advising

Q46: It's important that everyone in the group _____ each other.

goes along gets along gets on with goes on with

Q47: Pablo denied _____ the money.

had taken having taken to have taken having took

Q48: The DNA sample provided _____ evidence that the suspect was guilty.

conclusive proven final guaranteed

Q49: There is _____ traffic in Bangkok.

too many plenty of too much a lot

Q50: The ancient Egyptian artifact which was stolen from the museum last week is _____.

worthy priceless invaluable valueless

- ❖ Between 0% and 20% suggests your level is Beginner to Elementary.
- ❖ Between 21% and 40% suggests your level is Pre-Intermediate.
- ❖ Between 41% and 60% suggests your level is Intermediate.
- ❖ Between 61% and 80% suggests your level is Upper-Intermediate.
- ❖ Between 81% and 99% suggests your level is Advanced.
- ❖ 100% is a perfect score! Your English is excellent.

APPENDIX 2

Online Test Results

1. Muhammad Afif Ahzami

21.56 • 4G 73% 19.42 0.05 KB/S ...

☆ ILS English - Test you

Test your English level

You scored 58%!

Between 0% and 20% suggests your level is Beginner to Elementary.

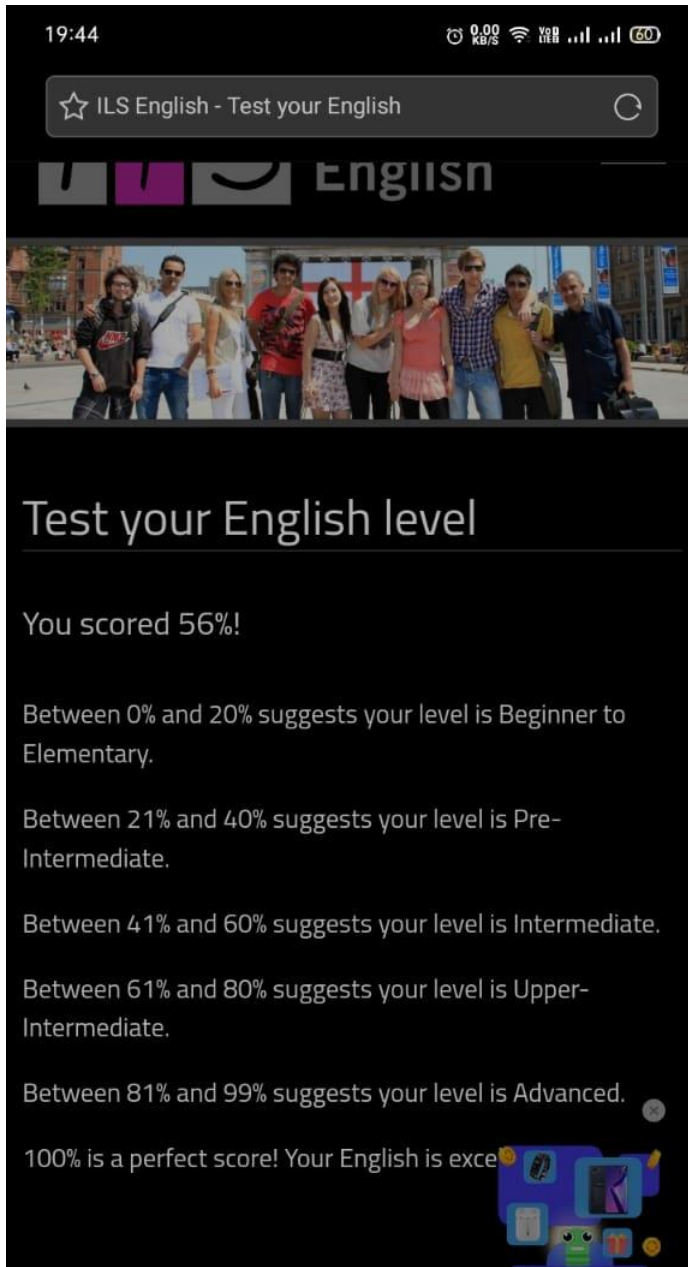
Between 21% and 40% suggests your level is Pre-Intermediate.

Test your Eng

You scored 34%!

3. Dina Salma
Faiz Wahyu Tohar


4.



19:44 0.00 KB/s 4G LTE 60

☆ ILS English - Test your English

ENGLISH



Test your English level

You scored 56%!

Between 0% and 20% suggests your level is Beginner to Elementary.


Between 21% and 40% suggests your level is Pre-Intermediate.

Between 41% and 60% suggests your level is Intermediate.

Between 61% and 80% suggests your level is Upper-Intermediate.

Between 81% and 99% suggests your level is Advanced.

100% is a perfect score! Your English is exce



10:42

Test your English

You scored 42%!

Between 0% and 20% suggests
Elementary.

Between 21% and 40% suggest
Intermediate.

Between 41% and 60% suggest
Intermediate.

Between 61% and 80% suggest
Intermediate.

Between 81% and 99% suggest

100% is a perfect score! Your En

Related Links



5.Fika Eliza

6. Maratul Latifah Jauhari Nafi

22:02

0,00K/d    3G  21%



Test your English level

You scored 50%!

Between 0% and 20% suggests your level is Beginner to Elementary.

Between 21% and 40% suggests your level is Pre-Intermediate.

Between 41% and 60% suggests your level is Intermediate.

Between 61% and 80% suggests your level is Upper-Intermediate.

Between 81% and 99% suggests your level is Advanced.

100% is a perfect score! Your English is excellent.

Chat now



Test your English level

You scored 81%!

Between 0% and 20% suggests your level is Beginner to Elementary.

Between 21% and 40% suggests your level is Pre-Intermediate.

Between 41% and 60% suggests your level is Intermediate.

Between 61% and 80% suggests your level is Upper-Intermediate.

Between 81% and 99% suggests your level is Advanced.

100% is a perfect score! Your English is excellent.

Chat now

Deleted Link

7. Absul malik El Hakim

Nafisah Mardhianah



Test your English level

You scored 52%!

Between 0% and 20% suggests your level is Beginner to Elementary.

Between 21% and 40% suggests your level is Pre-Intermediate.

Between 41% and 60% suggests your level is Intermediate.

Between 61% and 80% suggests your level is Upper-Intermediate.

Between 81% and 99% suggests your level is Advanced.

100% is a perfect score! Your English is excellent.

8.

23:26 4G 0.00 KB/S



ILS English - T

Test your Eng

You scored 54%!

Between 0% and 20% suggests your level is Beginner to Elementary.

Between 21% and 40% suggests your level is Intermediate.

Between 41% and 60% suggests your level is Intermediate.

Between 61% and 80% suggests your level is Upper-Intermediate.

Between 81% and 99% suggests your level is Advanced.

100% is a perfect score! Your English is excellent.

Related Links

Leave a m



Test your English level

You scored 40%!

Between 0% and 20% suggests your level is Beginner to Elementary.

Between 21% and 40% suggests your level is P Intermediate.

Between 41% and 60% suggests your level is Intermediate.

Between 61% and 80% suggests your level is Upper-Intermediate.

Between 81% and 99% suggests your level is Advanced.

100% is a perfect score! Your English is excellen

Test your English level

You scored 60%!

Between 0% and 20% suggests your level is Elementary.

Between 21% and 40% suggests your level is Intermediate.

Between 41% and 60% suggests your level is Intermediate.

Between 61% and 80% suggests your level is Intermediate.

Between 81% and 99% suggests your level is Advanced.

100% is a perfect score! Your English is excellent.

Related Links



Chat now



APPENDIX 3

Transcribed interview

1. AfifAhzami

IA1	+oke, dari awal ya, siapa namanya, jurusan, dan kelas? –nama afif ahzami, jurusannya 137ahasa inggis, dan kelase PBI9B
IA2	+udah brplama smpyn belajar bhasa inggris, dimulai sejak smpyn memutuskan belajar? –sejak 137liyah, 137liyah kelas 3 ape ujian iku, sebetule aku gak seneng bhasa inggris hid asline,
IA3	+apa yg nggawe smpyn terjun neng bhasa inggris? gimana awalnya anda kok memutuskan belajar bahasa inggris?-nah aku ketemu konco seng pinter bahasa iggggris, dan seneng lihatnya. Sehingga aku ngikutin, dia kan ikut kaya... study club gitu, namane iku ESPC, gatau singkatane apa, dan iku berlangsung beberapa bulan, dan seko iku juga aku pas ujian malah agak paham pas bahasa inggris dan setelah lulus iku aku bingung, temen-temen pada kuliah, tapi aku kepingin bekerja, yaa bantu orang tua lah, dan ternyata 3 bulan kerja aku ga betah wkwkwk.. dan setelah iku aku tau tetanggaku ada yang belajar di pare, dan aku nyoba ikutan. Disana we, ilmu di aliyah iku hilang semua, jdai mulai dari nol lagi, awale si aku kepontal-pontal, soale kebanyakan merak udah pro, nah dari situ aku nyoba menyeimangkan. Dari situ juga akupengen improve, ngga mau ketinggalan sama mereka, makane aku trus belajar dan belajar sampai bisa seimbang dengan mereka. kalo d bandingin dari univ, beda banget, feel.. sama atmosfernya beda, kegiatannya pun terstruktur banget.
IA4	+itu berapa lama dipare? -aku disana we, 3 bulan. Dan ikut camp yang fleksibel gitu, jadi selain dapet ilmu dari camp utama , aku bias belajar ke lembaga lain, soale kan jam kosong dari kegiatan camp iku luas, jadi lulus dari situ iku aku belajar banyak.
IA5	+berarti niatan belajat=r tenanan iku setelah dari pare ya?

	<p>Sampe memutuskan untuk mendaftar ke uin di pendidikan bahasa inggris. Nah sekarang perihal perlevelan. Untuk level bahasa inggris e sam[yn iku saat ini apa? Eh sebelum smpyn uwes lulus dampe advanced 4 skill itu kan seng dari univ? - nek di pare pun juga ada level2 an, dana ku sudah di sampe advanced. Dan nek di univ si, uwes lah, masak semester 9 urung, tapi nek level saat iki sih aku gak ngerti, dan akugak yakin juga kalo level dari univ iki level asliku, tau sendiri kan kelulusan di perkuliahan iku ada banya factor, dan kualitas bukan jadi factor utama.</p>
IA6	<p>+heem, nah kalo sekarang di tes h=gimana? –siaap lah, senajan ntar dapet elementary wkwkwk..</p>
IA7	<p>+dari hasil test tadi iku, smpyn di indikasian berada di level intermediate, apakah smpyn merasakan yg sama opo tetep kekeh kalo smpyn iku dilevel advanced seperti yang di sandangkan universitas? -yaa.. aku ngrasakannya si di intermediate, seteah mbaca tadi dari cerf tadi, aku lebih sesuai di intermediate.</p>
IA8	<p>+nah, melihat situasu ini kan suatu ketipangan, smpyn menanggapi hal tersebut gimana? -sebenere wajar si, tiap orang paasti punya ekpektasii, dan bahkan aku dari pare, disana aku kan belajar secara intens, nah tak kira di kuliah itu lebih menakutkan lagi, itu ekspektasiku, dan awal kuliah ada kebosanan, yak arena mungkin metode yang dipakai di perkuliahan itu beda banget dari pare, feel nya dan atmorphere beda, apalagi ditambah cara kerja kurikulumnya, semisal tiapawal kuliah kan kita di kasih rps, disitu aja sya protes, apakah yakin satu materi bisa tuntas dalam seminggu, dan nyatanya kan engga, banyak yang di loncat2, dan yang paling menjengkelkan itu ketika kebut materi, ah ini apa2an gitu loh. Soalnya kan kita berangkat dengan bakcgrond skill yang beda2 mas, ngga semuane udah bagus dari awal, nah disitu saya protes, terlebih kalo ketemu dosen yang kurang niat, saya iktan ngga serius ketika perkuliahan. Kekecewaan pada univ, karena ekpektasi belajar yang di</p>

	bayangkan tidak sesuai, sehingga menurunkan motivasi untuk berkembang.
	+tapi kalo pandanganku perihal perkuliahan iku agak bedo, nek pendapat smpyn kan setiap pembelajaran iku kita seharusnya dibimbing dari awal sampe akhir kan? Nek menurutku iku bener tapi untuk siswa sd smp sampe sma, apalagi kan nek neng pare mereka kan di bayar untuk menggiring kita, membimbing kita, nah kalo nek perkuliahan menurutku kita itu bertanggung jawab atas keberhasilan kita sendiri dalam belajar, universitas hanya memfasilitasi dan menunjukkan kelimuan yang harus kita punya apa saja perihal kita mau mendalami atau engga itu tergantung kita sendiri .
IA9	+nah balik neng pertanyaanku mau perihal ketimpangan, menurutmu pye? -ituu.. ada kecemasan., kecemasan itu maksudnya gini loh hid, aku kan punya pinginan, aku ki pengen dadi pengajar, namun nggak lebih ke komersil si, aku terinspirasi menjadi kayak tutor yang ada di pare.yang mengajar secara ikhlas dan berkembang bareng. Namun kualitasku masih itu tadi, intermediate.. sedangkan nanti setelah lulus aku dapet ijazah S1, ekpsektasi orang luar kan pastine udah pro, padahal aku sadar nek kualitasku kan masih tadi, intermediate. . Dan seng paling aku kroso banget iku pas ppl, aku kan entuk anak smk, nah pamongku nyerahke smua kelas neng aku mbek indah, karna aku paham kualitasku indah tk minta ngajar kelas 12, aku 10 &11, meski jam e luh akeh aku, tapi aku ngerti secara kualitas bahan ajar lebih sulit kelas 12, makane aku njaluk selain kelas 12. Nah disitu aku ki mulai serius hid, ya karna tuntutan juga, tiap malem ki aku belajar, prepare rpp besok, dan itu seng paling sering iku ketika siswane teon arti kaa, disitu ki aku ndue rasa isin ketika ditanya artine apa trus aku gak mngerti, malah buka kamus ki aku isin, dadi tiap malem ki vocab seng gak tak ngerteni ki tak persiapno kek
IA10	+gimana smpyn nanggopin kecemasan iku? –ya pastinya tetep belajar . pengen improve
IA11	+ nah, belajar yg mbok lakuin ini buat menangani kecemaan

	<p>kualitas tadi gimana?</p> <p>-yaa, tetep belajar, tapi belajarnya waktu kuliah itu gak karuan hid, soalnya aku dari awal ngelihat cara mengajar dari dosen itu ngga cocok di aku, maksudnya gini, sebelum kan aku di pare itu tertata gitu, tapi di perkuliahan ini yaa, tau sendiri lah kepiye.. jadi dari situ tambah males hid, jadi belajarnya mood mood aja, kalo pas ada tes atau pas persentase gitu. Dan aku malah terfokus ke ukm hid, tau kan nek aku suka music, dan disitu aku nyaman</p>
IA12	<p>+planning, strategy atau apa gitu ngga pake? –engga, hehe, yo iku tadi karna udah kecewa di awal aku nyari kesibukan lain, di music tadi.</p>
IA13	<p>+nah focus belajarmu itu di apa??</p> <p>-nek aku seneng grammar sih hid, soale si penuh tekateki, penuh tantangan lah menurutku</p>
IA14	<p>+kalo pandanganmu perihal guru seng ideal ki pye?</p> <p>-yaa mengusai kesemuane iku, we must be perfect dalam bahasa Inggris.</p>
IA15	<p>+nah menurutmu neh ki, kan smpyn pengen dadi guru, tapi fokusmu iku cuman di grammar, menurutmu iku cukup kah?</p> <p>-yo orak lah, tapi kan ngene hid, keinginan untuk bisa smua iku pasti ada, tapi kan kita punya kecenderungan mau menekuni apa, nah nek aku seneng grammar, tapi yang laine jugabelajar cuman biasa wae</p>
	PROMOTING PLATEAU
IA16	<p>+nah dari penjelasan tadi iku, smpyn udah berapa lama difase intermediate ini?</p> <p>-yaa, nek aku selama di pare si ngejar sampe ke intermediate itu, jadi yaa awal mula aku di intermediate tadi setelah di pare, dan itu sampe sekarang nggag berkembang</p>
	<p>+, brarti 4 tahun lebih smpyn stuck di level itu kan? Seperti yang tk jelasin tadi, itu hal yang yang biasa ketika di intermediate agak sulit kalau mau ke advanced, tapi dengan yang mboklakuin selama 4 tahun itu untuk lanjut ke advanced itu agak muskil, soale smpyn pun udah tidak sesuai karakteristik di level intermediate-advanced. Yang mana</p>

	harus ada keseriusan, motivasi dan strategy yang jelas. Dan yang mbok lakuin itu berlawanan semua ..
IA17	<p>Nahdari penjelasan tadi iku, menurut smpyn gimana? Maksudnya, pandanganmu perihal konsep tadi seperti apa? -yaa, itu.. itu make sense sih ya, dan mungkin semua ilmu juga seperti itu cara kerjanya, namun nggak banyak orang tau tentang itu, dan dari sini aku jadi tau, dan sedikit banyak bias bikn tenang juga, karna iku sebuah proses. Dan juga ngene hid, kan aku ini orang e kepo ya, kalo ada hal seng menarik aku langsung telusuri, nah dalam proses belajar b inggrisku iku akujuga nemoke hal seng menarik , seperti melu ukm, music dan teater kan smpyn ngerti dewe nek aku seneng neng iku, nah karna itu juga yg menafikan proses belajarku bahasa inggris sehingga malah focus hal lain seng tak senengi hid.</p>
IA18	<p>+untuk kedepannya apa yang bakal mbok lakukan? -kedepannya si aku tetep lanjut, kan aku ada goal, mungkin aku mulai menata ulang dulu, tapi kayaknya lebih efektif kalo aku ikut aja, maksudnya kalo aku yang mbikin strategi keberhasilannya minim, makanya ikut aja. Nanti setelah lulus aku mau lanjut ke pare lagi, mulai serius lagi, kan enak kalo udah ada yang mengarahkan. Jadi progress itu bias kelihatan dan terkontrol.</p>

2. Iannatul Izzah & Dina Salma

ID&A1	<p>+sudah brp lama belajar bahasa inggris? -ana, aku di mulai sejak mulai masuk kuliah iki -dina, aku sebelum kuliah. 5 tahunan lah.</p>
ID&A2	<p>+alasanmu masuk ke bahasa inggris tu apa? -dina, nek aku karna ngga ketrima masuk ptn, lalu aku ikut kursus b inggris, jadi tau tentang b inggris, juga gurunya juga enak, sehingga keterusan. Dan akhirnya sampai ada di UIN ini, karna itu tadi. -ana, sebenere waktu smp aku pernah ikut lomba story telling, tingkat kabupaten, dan waktu sma kan aku jurusan IPA, dan pembelajaran bahasa iku dikurangi banget, dan</p>

	<p>gurune juga ga enak, jadi males. Dan alasan masuk ke uin di PBI itu, sebenere aku nyoba” malah ketompo. Aku kan ngga punya basic, karna tadi udah ilang minat pas sma, mau gamau harus belajar bahasa inggris mengikuti jurusanku, jadi pas masuk kuliah baru belajar. Dan itupun belajarnya ngga bener”.</p>
ID&A3	<p>+nah belajarmu itu dari mana wae? -ana, pare, aku belajar di pare 2 minggu -dina, aku disana 6 bulan.</p>
ID&A4	<p>+disitu belajare gimana?apakah sama dengan yg di univ? -ana, beda bgt, disana we lebih tertata dsan spesifik si nek menurutku -Dina, bener kata ana, disana situasinya bener2 mengharuskan berprogres,karna mungkin udah terbukti sih ya kualitasnya, jadi hasilnya pasti ada kalo belajar disana, kalo di Univ kan kualitas kita itu terserah kita nya, kalo disana lingkungannya keknya kaya menuntut kita buat making progress -ana, ya mungkin karna disana mereka memang dibayar buat menggembleng kita, kalo disini kita kan gaada yang gembleng secara penuh jadi itu ya yg mungkin bikin beda hasilnya.</p>
ID&A5	<p>+ nah untuk belajar mu selama di univ emang modelnya gimna? -dina, aku belajar pas lagi butuh. Semisal kalo mau tes gitu baru belajar, soalnya kan untuk materi dasar Bahasa inggris nya kan udah dapet dari pare kan, jadi disini ngga terlalu belajarnya, kalo di bandingin si disana lebih bagus kalo soal ngajar materi dasar nya. Jadi disini paling ngulang aja, kecuali yang selain materi dasar loh ya, kaya makul tambahan gitu -ana, kalo aku belajar kalo kepepet, jadi nggak karna seneng bahasa inggris, setiap hari ke kampus bawa kamus kemana aja gitu.</p>
ID&A6	<p>+Dengan cara kek gitu apa ada dampaknya? -ana, yaa gitulah, kalo ada nya si adaa, tapi kalo</p>

	<p>banyaknya sih engga, wong dasarnya kan ngga terlalu suka, kalo kepepet kan inget nya cuman sebentar aja, pas uas tok, abis uas ya lupa :D</p> <p>-dina, buat yg materi Bahasa Inggris si dengan cara itu ngga terlalu si, yang lebih bersa tu pas di paremalah, soalnya abis belajar trus praktek, jadi keinget trus sampe sekarang, jadi disini cuman ngulas biar ga lupa.</p>
ID&A7	<p>+Nah untuk sekarang ni, levelmu level apa tingkatannya? Bahasa Inggrisnya loh ya</p> <p>-ana, ngga tau si</p> <p>-Dina, iya gatau, kan gapernah di tes</p>
ID&A8	<p>+kan dari Univ adasi? Dah lulus sampe advanced grammar, speaking, listening ama reading kan ya?</p> <p>-ana, kalo itu ma bedaa</p> <p>-dina, tolok ukurnya bedaa</p>
ID&A9	<p>+kalo sekarang tak tes gimana?</p> <p>-ayok aja</p>
TES	
ID&A10	<p>+nah dengan hasil tadi gimana? Perihal level yang ada dari universitas dengan realita mu itukan gaksesuai, bagaimana pandanganmu?</p> <p>-ana, ya kita ngambil jurusan, maksute aku pribadi, kan aku masuk bahasa Inggris kan. Berarti sks kan itu matapelajaran yang wajib kita ambil, berarti yam au gak mau kita belajar disitu, jadi bukan masalah kualitas yang disandingkan universitas, tapi , aku menyesuaikan dengan yang ada. Jadi nek aku si baisesaja</p> <p>-Dina, iya sama biasa aja, toh tau sendiri kan standar lulus makulnya apa aja, bukan cuman kualitas tapi ada factor lain</p>
ID&A11	<p>+kok bias B aja gitu, emang gaada tujuan buat kedepannya gitu?</p> <p>-dina, ya gimana, soalnya ngga ada alasan buat mempelajari lebih dalam lagi perihal b Inggris si, beda lagi kalo mau S2, itu baru, itupun kalo mau S2 aku gamau ambil b Inggris.</p>

	-ana, iya sama aku kalo mau S2 gamau ambil b Inggris, aku gamau terlalu berat si, tujuanku kedepane cuman mau nikah ama pejabat :D,ngga mau terlalu ambil pusing
ID&A12	+tapi kan ngga semuane sesuai karepmu kann? -ana,iyo si -dina, itu si iya, tapi kan setidake ada angan2
ID&A13	+nek semisal si ya, pinginanmu belum tercapai, apa yg mau kalian lakukan yg berkaitan dengan b. inggris, yg kalian harapkan lah dari Bahasa inggris untuk kedepane? -ana, ya paling kerja,nek aku si setelah masuk kuliah kui menyadari kalo bahasa inggris kui sangat dibutuhkan dalam dunia kerja, keseluruhan skillnya dalam dunia kerja di pake semua -dina, heem skill bahasa inggris dalam dunia kerja sangat di butuhkan
ID&A14	+Iku disadari setelah do rasan kerjo?? Emgdah pada kerja? k bagian opo? -dina, kan aku wes ngelesi, lumayan lama si, dan disitu mulai negh ternyata dalam dunia kerja berguna banget -ana,nek aku kan neng CS bandara, belum lama si, baru beberapa minggu, disitu inggrisnya kan emag kepake banget, sampe glagepan si, kan vocabnya beda ama yg di kuliah, disitu mulai nyesel sig a serius kuliah :D
ID&A15	+jadi greget belajarnya muncul malah saat kerja ya? -ana, heembanget +Dina, nek aku si ngelesi malah yang diuji tu ilmu ngajarnya, nek inggrisnya kan gitu2 tok si nek anak smp, jadi lebih ke ilmu ngajarnya yg bikin mikir lagi
ID&A16	+emang selama kuliah belajare gak karuan? Po malah gak belajar?? :D spesifiknya belajar b. inggrisnyaa -dina, yaa tetep belajar, pas kbm kan itu namnay juga belajar kan?:D, cuman nek Bahasa inggrisnya ngga terlalu si, yg dipelajarin disini udah duluan di pare, jadi paling mengulas tok, tapi nek ilmu lain kaya linguistic, English for second language itu belajar, kan di pare gaada -ana, nek aku sibelajar e pas mau uas tok si :D pas kepepet

	baru belajar semaleman, buat inggrisnya pun sama, tapi kan dulu udah ada bekal, jadi buat ngikutin di kuliah si masih mampu.
ID&A17	+pas kuliah malah B aja, selesai kuliah malah butuh ya?:D -ana, ya itulah yg namanya penyesalan wkwk -Dina, nek aku si nyesel gak patio, kan belajar ga cuman di kuliah, aku nganggepnya ngelesin tu kaya ppl, magang aja sii
ID&A18	+nah nek kedepane gimana? Inggris nya mau tetp belajar apa gimna? -ana, nek aku si jadi wajib si ya, CS bandara kan harus jago inggrisnya, akutambahrajin malah kalo sekarang daripada dulu pas kuliah tau sendiri kan wkwk:D -dina, nek aku si gakpatio, belajar si tetep, secara ngelesin smp sma kan inggrisnya kan dasar si, ilmu dari pare udah cukup kalo b. inggrisnya, nek aku lebih ke metode2 ngajar baru yg sesuai buat mereka yg paling serng tak pelajarin
ID&A19	+nek soal level proficiency brarti ikutseng mana? Univ kah atau tes tadi,? -ana, nek aku seng nembe iki maul ho, tesnya, aku kan sadar diri :D, usaha minim masak minta hasil lebih wkwk -dina, aku sama si, soalnya kan tes ini murni kan ya, yg di tes emang pengetahuan kita, dan langsung tanpa ada rekayasa,apalagi yg refleksi diri tadi kan, dari situ kan kayak akunya bias ngukur kemampuanku sendiri
ID&A20	+brarti ikhlas ya dapet label intermediate learner? -ana, its okey lah yg penting kan sekarang udah ada semangat buat lebih kan yaa:D -dina, gpp si intermediate,eh tapi kalo intermediate koku dah bis buat ngelesin ya? +kan emang materi smp sma tu masuknya basic, nek kmu intermediate ya kemungkinan besar udah cukup buat ngajar, tinggal diperdalam ilmu ngajarnya -dina, oo gituu
ID&A21	+udah ya, cukup kayaknya datanya, dah ketemu yg tak cari sii :D

	<p>-dina, skripsimu mbahas apa si? -ana, keknya kual ya?? +iya kual, yaa mbahas problem2yg menghambat org belajar Bahasa Inggris si, buat solusi jgaa -ana, trus problemku apa? +ya nanti kalo dah jadi skripsinya tinggal baca, tak kirimin wes, -ana, ah males :D -dina, nah nek solusinya?? +solusine sii, coba nanti sepulang dari sini googling intermediate plateau, nanti paham sendiri ya.. :D</p>
ID22	<p>[6/19, 11:42 PM] UCB: Din, dulu pas wawancara itu kan sekarang baru tak olah, dan ternyata masih ada yg kurang, kalo TK lanjut tak tanya di sini gimn? [6/20, 8:02 AM] Dina: Ya [6/20, 2:23 PM] UCB: Tujuan belajar e smpyn apa? Dadi guru kah atau apa? [6/20, 3:30 PM] Dina: Buat nginget2 materi [6/20, 3:31 PM] Dina: Sm buat ngajar les [6/20, 3:38 PM] UCB: Sebelum ini, waktu masuk kuliah [6/20, 3:49 PM] Dina: Buat review materi tok biar gk lupa, buat nyicil belajar pas mau UAS [6/20, 3:50 PM] UCB: Gaada hal yg spesifik? Jadi translator atau apa gitu? [6/20, 3:50 PM] Dina: Gk [6/20, 3:52 PM] UCB: Di sebelume smpyn bilang ketika belajar ya nek pas butuh, kalo gak ya engga, apa itu efek Krn smpyn udah belajar di pare 6 bln, dan yg di kampus kurang menantang? [6/20, 3:53 PM] Dina: Pas ada tugas doang belajar [6/20, 3:53 PM] Dina: Maksudnya kurang menantang gmn si [6/20, 3:54 PM] UCB: Ngejadiin Dina kurang minat belajar, kalo di pare kan semua udah tertata disana, dan juga feel nya di sana buat belajar lebih tinggi, jadi progress nya jelas</p>

<p>[6/20, 3:55 PM] Dina: GK lah</p> <p>[6/20, 3:56 PM] Dina: Minat belajar nya aku Krn sikon</p> <p>[6/20, 4:03 PM] UCB: Terlsepas dari pelajaran diluar bahas Inggris maksudnya</p> <p>[6/20, 4:03 PM] Dina: Lingkungan</p> <p>[6/20, 4:04 PM] Dina: Temen</p> <p>[6/20, 4:04 PM] UCB: Nek menurut mu sikon yg di kampus dengan dulu di pare gimana?</p> <p>[6/20, 4:04 PM] UCB: Banyak dari yg tak wawancara yg pernah ke pare, mereka hilang minat belajar/ menurun karena sikon yg kurang menantang</p> <p>[6/20, 4:05 PM] Dina: Klo di pare kn klo dilingkungan les hrs ngomong inggris</p> <p>[6/20, 4:05 PM] UCB: Karna dulunya mereka bisa berprogres dengan baik ketika di pare karna lingkungan yg menantang</p> <p>[6/20, 4:06 PM] Dina: Klo ngomong Inggrisnya sih emang lebih mendukung dipare ya</p> <p>[6/20, 4:09 PM] UCB: Jadi buat berkembang perihal b Inggrisnya lebih bagus disana?</p> <p>[6/20, 4:10 PM] Dina: Iya</p> <p>[6/20, 4:10 PM] UCB: In term of improving your English, ketika di kampus itu Dina ngrasane gimana? Apakah berkembang sepesat ketika di pare? Atau malah stop, apa melambat? Atau yg lain?</p> <p>[6/20, 4:11 PM] Dina: Berkembang tapi ya biasa</p> <p>[6/20, 4:12 PM] UCB: Karena?</p> <p>[6/20, 4:13 PM] Dina: Aku nya sendiri</p> <p>[6/20, 4:14 PM] UCB: Bisa di perjelas lagi?</p> <p>[6/20, 4:16 PM] Dina: Karna aku emng kurang usaha buat ngembangin skill b.inggris</p> <p>[6/20, 4:16 PM] Dina: Males latihan</p> <p>[6/20, 4:18 PM] UCB: Kenapa? Apa karna emang ngga ada tujuan yg jelas yg ingin di capai? Apa karna di yg di dapet di pare itu kmu rasa udah cukup?</p> <p>[6/20, 4:19 PM] Dina: Ya klo lg mood belajar ya rajin klo</p>

	<p>males ya males</p> <p>[6/20, 4:21 PM] Dina: Ini tu bahas nya pas masih kuliah kan</p> <p>[6/20, 4:22 PM] UCB: Heem</p> <p>[6/20, 4:22 PM] UCB: Ini kan perihal cara belajarmu</p> <p>[6/20, 4:23 PM] UCB: Kalo yg ini alasan kenapa bisa begitu</p> <p>[6/20, 4:25 PM] Dina: Dipare tu cuma dpt basic nya doang</p> <p>[6/20, 4:26 PM] Dina: Tujuan nya ada jelas, tapi gmn ya klo males pasti selalu ada, naik turun gt</p> <p>[6/20, 4:26 PM] Dina: Tergantung sikon</p> <p>[6/20, 4:32 PM] UCB: Apa? Orang tergerak pasti ada alasan kan?,</p> <p>[6/20, 4:32 PM] UCB: Di kampus pun sama kan?</p> <p>[6/20, 5:43 PM] Dina: Ya gk la ya</p> <p>[6/20, 6:12 PM] UCB: Maksudnya hal² yg berupa grammar dll yg di smpyn dapet di pare kan lebih detail di pare daripd di kampus</p> <p>[6/20, 6:17 PM] UCB: Ganti pertanyaan,</p> <p>[6/20, 6:20 PM] UCB: Ini kan yg di rasakan, apakah sampe sekarang masih sama?</p> <p>[6/20, 6:25 PM] UCB: Udah cukup aja, daripada ampun tambah males kan ya ☹</p> <p>[6/20, 6:25 PM] UCB: Makasih atas waktunya ☺☺</p>
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3. Roichatul Jannah

IR1	<p>IR1[12/18/2020, 3:18 PM] UCB: So, udah berapa lama bljr bahasa Inggris Sampek sekarang ini?[12/18/2020, 3:27 PM]</p> <p>Roica: Dari SD kelas 5 sampe sekarang seingetku, 14 tahun kayaknha</p>
IR2	<p>[12/18/2020, 3:28 PM] UCB: Dimulai nya serius kapan? Maksudnya mulai serius gitu, memantapkan hati belajar Inggris sampe memutuskan masuk uin[12/18/2020, 3:29 PM]</p> <p>Roica: Dari SMK kelas 3, umur 19 berarti, 6 tahun (lama belajar)</p>

IR3	[12/18/2020, 3:30 PM] UCB: Disitu apa yg ngedorong smptyn untuk milih pilihan itu?[12/18/2020, 3:30 PM] Roica: Pake vn boleh?
IR4	[12/18/2020, 3:30 PM] UCB: Bolehhh[12/18/2020, 3:31 PM] UCB: Malah aku pengen gitu[12/18/2020, 3:31 PM] Roica: Ulang dari awal apa langsung aja aku Jawab pertanyaan nya?[12/18/2020, 3:32 PM] UCB: Yg ini aja, yg awal gaperlu VN [12/18/2020, 3:33 PM] Roica : dorongan untuk milih bahasa inggris itu, kan aku smk pariwisata, trus di kelas 3 itu ada ujian praktek kejuruan kan, dan itu ternyata baru tau kalo ujiannya pake full inggris, nah disitu pariwisata kana da 3 bidang, guiding, ticketing, sama enterprener, dan waktu pake bahasa inggris itu kita kaget dong karna ngga pernah belajar bahasa inggris secara mendalam, kan cuman pelajaran dikelas biasa gitu, nah dari ujian itu mulai mikir, eh ternyata bahsa inggris itu pening ya, and then pas waktu itu selama 1 minggu kan belajar guiding pake b inggris ama indo, nah temen2 bilang kalo aku lebih bagus pake b inggris, nah mulai darisitu aku mulai suka b inggris karna di puji kannn, nah abis itu kan lulus, aku dutawarin ke pare, dan akhirnya kesana. Sebenere si pengen jadi guru juga, tapi guru bahasa asing gitu, dan kayaknya bahasa inggis bisa dicapai kan jadi yaudah ke UIN setelah itu(efek dari self-efficacy dan dorongan lingkungan menjadi motivasi diri untuk belajar lanjut) [12/18/2020, 3:36 PM] UCB: Efek dipuji <input type="checkbox"/> [12/18/2020, 3:36 PM] Roica: <input type="checkbox"/> <input type="checkbox"/>
IR5	[12/18/2020, 3:37 PM] UCB: Wkwk, oke selama 6 taun ini, brarti smptyn nggantung belajarnya Sama uin, pare, sama ??[12/18/2020, 3:38 PM] Roica: Maksudnya nge gantung gimana?
IR6	[12/18/2020, 3:39 PM] UCB: Maksudnya berguru bahasa Inggris nya itu sama apa aja? Tadi kan katanya pernah ke pare juga, trus selama 4 taun terakhir sama UIN, mungkin adalagi kah? VN[12/18/2020, 3:39 PM] Roica : engga, itu doing , pare ama UIN.

IR7	<p>[12/18/2020, 3:42 PM] UCB: Oohgitu, trus selama 6 tahun ini level proficiency smpyn sampe apa?[12/18/2020, 3:42 PM] Roica: Emang level proficiency itu apa aja?[12/18/2020, 3:43 PM] Roica: Dasar ya explaining proficiency levels...</p> <p>[12/18/2020, 3:43 PM] Roica : oo gitu, intermediate kayaknya si aku</p>
IR8	<p>[2/18/2020, 3:43 PM] UCB : pernah tes sebelume buat tau level nya?[12/18/2020, 3:43 PM] Roica : pernah deng, dan itu hasilnya Intermediate.</p>
IR9	<p>[12/18/2020, 3:44 PM] UCB : kalo akhir2 ini udah pernah tes level itu?[12/18/2020, 3:44 PM] Roica : ngga pernah aku,</p>
IR10	<p>[12/18/2020, 3:44 PM] UCB : kalo sekarang di tes gimana ?[12/18/2020, 3:45 PM] Roica ; Oke aja</p> <p style="text-align: right;">TES</p> <p>[12/18/2020, 3:48 PM] UCB: Pesimis☐</p> <p>[12/18/2020, 3:48 PM] UCB: Tapi biasané orang gitu aslinya di atasnyaa</p> <p>[12/18/2020, 3:49 PM] Roica: Bukan pesimis tapi lebih ke liat realita aja, selama setengah tahun ini kagak ngapa" in kok bisa meningkat dari mananya</p> <p>[12/18/2020, 3:50 PM] UCB: Kali aja laduni</p> <p>[12/18/2020, 3:51 PM] UCB: Nah di coba aja, kali aja naik</p> <p>[12/18/2020, 4:00 PM] Roica: Ngebikin pesimis deh pertanyaan nya</p> <p>[12/18/2020, 4:09 PM] UCB: Wkwk</p> <p>[12/18/2020, 4:09 PM] UCB: Nah, skill yg smpyn ngga bisa itu mostly level advanced sama upper intermediate,</p> <p>[12/18/2020, 4:09 PM] UCB: Jadi level smpyn menurut CERF itu tergolong intermediate juga</p> <p>[12/18/2020, 4:11 PM] Roica: Kannnnnn</p> <p>[12/18/2020, 4:11 PM] Roica: Aku bener☐</p> <p>[12/18/2020, 4:12 PM] UCB: Mintip☐</p>
IR11	<p>VN [12/18/2020, 4:12 PM] UCB : nah setelah tau level mu</p>

	<p>saat iki, kan itu intermediate, dan dari univ kan smpy udah lulus ke advanced ke 4 level, kamu naggepin ketimpangan itu gimana?VN [12/18/2020, 4:13 PM] Roica : perbedaan tempat itu bakal ngasi kita sudut pandang yang berbeda gitu kan, level ku yang dari uin dapet advanced, aku biasa aja gitu, karna kita tau bagaimana teknis di uin dalam memberikan level tadi, baik dosen lingkungan dll. Toh aku juga sadar kalo niali seperti it utu ngga sama kaya kualitas kita asline. Tapi di lain tempat, buat naik ke basic ke intermediate itu ngga gampang banget kalo di pare, kualitasnya memang disesuaikan dngan level yang di capai saat itu, ya tadi itu yg tak bilang di awal, perbedaan tempat akan memberikan sudut pandang yang berbeda</p> <p>[12/18/2020, 4:37 PM] UCB: Okeoke nice☐</p>
IR12	<p>[12/18/2020, 4:37 PM] UCB: Nah dari sikap biasa aja itu apakah kamu tetep keep improving kualitas mu? apa ya udah menurut ku segitu udah cukup. VN [12/18/2020, 4:37 PM] Roica : untuk saat ini dengan kondisi seperti ini di uin, eee keep improving nya aku kayaknya ngga berjalan, karan aku tipenya tu kalo itu challenging maka oke aku bakal lakuin. Tapi selama 4 tahun ini kayaknya ngga ada yang challenging banget gitu, soalnya juga,, gimana ya, ya itu tempat lagi si aku mikirnya, ngga challenging banget, ngga nantang banget sehingga yaudah mengalir aja, dikasih apa ya terima, ngga sampe aku yang harus sanpe ngebet ini ini it utu enggak, jadi biasa aja. Terima apa adanya aja dari UIn. (mengandalkan dorongan dari luar sebagai alasan untuk self improvement)</p> <p>VN [12/18/2020, 4:38 PM] UCB : terlepas dari uin ya, ini dari kmu sendiri, apakah kamu keep improving sampai saat ini, dan apa yang selama ini kamu kejar dalam bahasa inggris, dan apa yang kmu lakuin dalam mengejar itu?VN [12/18/2020, 4:40 PM] Roica : aku ngrasanya ngga ada improve sama sekali, jadiya apaya, ya ngga ada strategi apapun, jadi semisal pas kuliah ni, dikasih apa gitu, aku ngga</p>

	<p>pernah review lagi pas di pondok gitu. Dan juga pas di pondok pun ada juga pelajaran bahasa inggris, tapi yang basic2 gitu, ya jadi ngga ngimprove skillnya aku. (stuck, dan penyebabnya adalah tidak ada strategi khusus dalam belajar, doing the same thing all the time,) Trus kalokmu Tanya apayg mau dicapai si, akulebih keee, kayak gini ya, aku masuk bahasa inggris juga karna kayaknya itu pilihan satusatunya yang aku bisa minatin, jadi ya ngga ada tujuan yang spesifik gitu, jadinya kalo kamu tanyak strategi gitu, aku jadi bingung mau jawab apa, soalnya aku gaada sesuatuyang spesifik mau dicapai gitu. (Unclear goals)</p>
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4. Maratul Latifah Jauhari nafi

III1	<p>[12/18/2020, 1:12 PM] UCB: BK wae, ndisek pernah ono planning pan neng bk gak sido ? [12/18/2020, 1:15 PM] UCB: Gausah, ki meh udan, sekalian neng dalam [12/18/2020, 1:22 PM] Iip Pbi B: Gasido rono [12/18/2020, 1:25 PM] UCB: Yo nek online wae biso? [12/18/2020, 1:32 PM] Iip Pbi B: Iso [12/18/2020, 1:46 PM] UCB: Oke online wae, neng ken yo deres [12/18/2020, 1:49 PM] Iip Pbi B: Ok [12/18/2020, 3:24 PM] UCB: Muali biso ip? [12/18/2020, 6:50 PM] Iip Pbi B: Via Chat opo pie? [12/18/2020, 6:50 PM] UCB: Chat vn 152ias semua [12/18/2020, 6:51 PM] Iip Pbi B: Oke. Silahkan</p>
III2	<p>[12/18/2020, 8:18 PM] UCB: Oke, iip mpun belajar b Inggris brp lama? [12/18/2020, 8:19 PM] UCB: Dihitung sejak smpyn memutuskan untuk menekuni b Inggris, [12/18/2020, 8:53 PM] Iip Pbi B: Menekuni brtti sejak kuliah? [12/18/2020, 8:53 PM] Iip Pbi B: Yaa brtti 4 tahunan [12/18/2020, 8:54 PM] Iip Pbi B: Nek aku sadare lg rodok mudeng bhs inggris pas MA [12/18/2020, 9:09 PM] UCB: Ya smpyn seng ngerti □ [12/18/2020, 9:09 PM] Iip Pbi B: Ooh brtti ga harus sejak kuliah ya</p>

	<p>[12/18/2020, 9:09 PM] Iip Pbi B: Wkkwkw</p> <p>[12/18/2020, 9:09 PM] UCB: Dimulai sejak smpyn niatan banget belajar b Inggris lah</p> <p>[12/18/2020, 9:10 PM] Iip Pbi B: He e. Sejak kuliah</p>
II3	<p>[12/18/2020, 9:10 PM] UCB: Saat iku seng membuat smpyn memutuskan iku apa?</p> <p>[12/18/2020, 9:11 PM] Iip Pbi B: Lagi sadar. Ternyata bahasa inggris tidak sesulit yg orang orang bayangkan</p> <p>[12/18/2020, 9:11 PM] Iip Pbi B: Dan aku suka bljr wkwk</p>
II4	<p>[12/18/2020, 9:12 PM] UCB: Nah belajar mu selama iku, 4 tahun ya, menggantungkan belajar pada apa wae? Semisal lembaga apa gitu</p> <p>[12/18/2020, 9:14 PM] Iip Pbi B: Mmh. Aplikasi</p> <p>[12/18/2020, 9:14 PM] Iip Pbi B: Guru</p> <p>[12/18/2020, 9:14 PM] Iip Pbi B: Teman</p> <p>[12/18/2020, 9:14 PM] Iip Pbi B: Bljr sendiri wkwkwkw</p> <p>[12/18/2020, 9:14 PM] Iip Pbi B: Sempet melu melu kursus si</p> <p>[12/18/2020, 9:15 PM] UCB: Ya semisal lembaga seng disebut bukan perorangan, contoh, belajar dari UIN, di pare, LIA Surabaya mungkin</p> <p>[12/18/2020, 9:15 PM] Iip Pbi B: Mmmh</p> <p>[12/18/2020, 9:15 PM] Iip Pbi B: Selama 3 tahun aku bljr di mahad si. Setiap pagi kan ada kelas bahasa inggis arab</p> <p>[12/18/2020, 9:16 PM] Iip Pbi B: Pas smester 5-6 aku les di SMART</p> <p>[12/18/2020, 9:16 PM] Iip Pbi B: Kalo ini les TOEFL</p> <p>[12/18/2020, 9:17 PM] UCB: Nah ikii,</p> <p>[12/18/2020, 9:17 PM] Iip Pbi B: Abistu ikut pelatihan pelatihan TOEFL juga</p> <p>[12/18/2020, 9:17 PM] UCB: UIN juga dimasukkan kan?</p> <p>[12/18/2020, 9:17 PM] Iip Pbi B: Dr LSB, ZAMBERT</p> <p>[12/18/2020, 9:17 PM] Iip Pbi B: iya si</p> <p>[12/18/2020, 9:17 PM] Iip Pbi B: Kan mahad anggota uin</p> <p>[12/18/2020, 9:17 PM] UCB: Pare ngga pernah?</p> <p>[12/18/2020, 9:17 PM] Iip Pbi B: Belum. Haruse si kmren. Tp ada corona. Jd ga jadi. Niatnya mau ambil TOEFL juga</p>

	<p>[12/18/2020, 9:18 PM] Iip Pbi B: Trus aku ganti ikut les online dari Royal english</p> <p>[12/18/2020, 9:18 PM] Iip Pbi B: Malang</p>
II5	<p>[12/18/2020, 9:18 PM] UCB: Ooh okeoke, nah dari 4 tahunniku yang paling dikejar iku bagian opo? Semisal aku fokus ke grammar dan apa giti</p> <p>[12/18/2020, 9:19 PM] Iip Pbi B: TOEFL si kalo aku. Dgn bljr toefl kek mencakup semuanya soalnya wkkwkw</p> <p>[12/18/2020, 9:19 PM] Iip Pbi B: Toefl nya terutama Gmmar/structure</p> <p>[12/18/2020, 9:21 PM] Iip Pbi B: Aku dulu pas dah selesai les toefl di smart mau ambil basic english disana. Tp ga boleh sama mr. Nya. kata mr. Nya ga usah. Katanya dah bisa □□♀</p> <p>Pdhl keknya basic grammar lbih mendalam.</p> <p>[12/18/2020, 9:22 PM] UCB: Ooo grammar,</p> <p>[12/18/2020, 9:23 PM] Iip Pbi B: Ya</p>
II6	<p>[12/18/2020, 9:23 PM] UCB: Nah sebenere opo si yg smpyn harapkan dari bahasa Inggris? Sampek rela belajar 4 tahun luhih</p> <p>[12/18/2020, 9:25 PM] Iip Pbi B: Nek bljr si ga mandang waktu si ya sebenere. Ya pngen lebih mendalami aja. Soalnya keknya smpe sini doang blum maksimal. Trus bljr dr guru satu ke guru lain juga beda. Setiap pindah guru pasti dapat ilmu baru. Harapane ya iso bljr terus ae. Nnti kalo hasil bljr nya bisa dipake misal daftar kerja atau beasiswa itu bonus . Hehe</p> <p>[12/18/2020, 9:26 PM] Iip Pbi B: Aku kudu jawab dr hati opo realistis iki? Kwkwkwk nek reaslistis kan ngumpulke datane luwih gampang□</p> <p>[12/18/2020, 9:31 PM] UCB: Realistis dongss</p> <p>[12/18/2020, 9:32 PM] Iip Pbi B: Yawis nek ngono .</p>
II7	<p>[12/18/2020, 9:33 PM] UCB: Nah iku apa? Karna kepingin kerja kah, dadi translator mungkin, apa guru gituu</p> <p>[12/18/2020, 9:34 PM] Iip Pbi B: Bljr bhs inggris dengan tujuan semoga mudah mendapatkan pekerjaan. Jaman saiki kan kabeh nggo kemampuan bahasa asing trutama inggris. Iku</p>

	<p>nek di dunia kerja. Nek dalam dunia akademik. Ya ben iso jupuk beasiswa. Saiki beasiswa luar dan dalam negeri mesti pakek toefl. Jadi di matakou toefl ki jendela masa depan bgt. Dan knp aku milih bljr toefl, ora listening tok, reading tok dll, karena toefl ki punya skill sendiri. Dan ga ada di pljrn biasa.</p>
II8	<p>[12/18/2020, 9:41 PM] UCB: Ooo gitu, nah untuk pola belajar e smpyn iku gimana? Apa sering pake strategi sendiri apa seneng ikut lembaga aja karna udah terstruktur? [12/18/2020, 9:42 PM] Iip Pbi B: Aku si senenge ikut lembaga. Jd semales malesnya aku tetep terpaksa ikut bljr</p>
II9	<p>[12/18/2020, 9:45 PM] UCB: Nah untuk level saat ini iku sampe apa if? [12/18/2020, 9:45 PM] UCB: Intermediate kan atau advanced? [12/18/2020, 9:46 PM] Iip Pbi B: Aku gatau ya. Mungkin masi intermediate lah [12/18/2020, 9:55 PM] UCB: Nah nek saiki tak tes wae ya , [12/18/2020, 9:56 PM] UCB: Sedhiluk kok □ [12/18/2020, 9:57 PM] Iip Pbi B: Mmh [12/18/2020, 9:57 PM] Iip Pbi B: Kmu bisa SS in angket yg masih kosong ga? [12/18/2020, 9:58 PM] Iip Pbi B: Hpku kentang. Gabisa buka word □ [12/18/2020, 10:00 PM] UCB: Wkwk, mosok langganan shopee kok kentang [12/18/2020, 10:00 PM] UCB: Sek diluk [12/18/2020, 10:01 PM] Iip Pbi B: Heh plis. [12/18/2020, 10:03 PM] UCB: Ditunggu yak [12/18/2020, 10:27 PM] Iip Pbi B: Sek bar njagonh [12/18/2020, 10:31 PM] Iip Pbi B: Aku ga begitu paham bahasane wjkww</p>
II10	<p>[12/18/2020, 10:33 PM] UCB: Nek iku seng gak mbok isoni iku level advanced, nah nek secara iku si brarti di bawah advanced smpyn iso kabeh, bahkan beberapa point advanced smpyn bisa, jadi levele smpyn iku bisa dibilang upper intermediate [12/18/2020, 10:33 PM] UCB: Mantaap□</p>

	<p>[12/18/2020, 10:33 PM] UCB: Nah nek saiki smpyn yakin tetep mengatakan kalo sampyn di level intermediate?[12/18/2020, 10:34 PM] Iip Pbi B: Gimana ya. Aku kan suka merendah □□□ wkwkwkw [12/18/2020, 10:45 PM] UCB: Wkwk, tetep intermediate ya?[12/18/2020, 10:45 PM] UCB: Nah , nek kita kan we lulus advanced level 4 skills, dari univ,[12/18/2020, 10:46 PM] UCB: Kan itu ketimpangan kan, legalitas kita mengatakan kita di advanced tapi kualitas masih intermediate,</p>
III11	<p>[12/18/2020, 10:46 PM] UCB: Gimana smpyn menyikapi iku? Apa b aja, atau cemas atau gimana? [12/19/2020, 6:02 AM] Iip Pbi B: Kalo aku si b aja ya. Dalam artian ga perlu cemas. Predikat itu memang harus dipertanggung jawabkan. Jd nek kit Sadar sebenere kita iseh intermediate ya harus bljr lg. Jgn mudah puas. Kudune sadar.</p>
III12	<p>[12/19/2020, 4:33 PM] UCB: Nah selama b aja itu pernah ngga merasa kalo pas belajar kok susah gitu buat making progress? Terlebih ketika di fase intermediate ini [12/19/2020, 5:12 PM] Iip Pbi B: Aku orangnya jarang berprogress. Santai gitu. Tp kalo lg ngejalanin sesuatu yg dalam dalam progress dan kengalami kesulitan ya dijalaniin aja. Aku ga pernah nganggep sulit, selama hal itu orang lain bisa ngelakuin, asal mau bljr dan mncoba pasti bisa.</p>
III13	<p>[12/19/2020, 6:47 PM] UCB: Berarti perasaan pernah mengalami kalo pas berprogres itu sulit pas di masa intermediate , namun mindset mu udah positif jadi ya efek negatifnya ngga kerasa ya [12/19/2020, 7:02 PM] Iip Pbi B: Iya</p>
III14	<p>[6/19/2021, 9:07 PM] UCB : nek selama iki smpyn kan sering ikut tes toefl dan kursus kan? Wes peng piro wae? [6/19/2021, 9:07 PM] Iip Pbi B : duh lali, akeh kayane lebih dari 5 pokoke [6/19/2021, 9:08 PM] UCB : kan di toefl seng di pelajari sama, trus apa yg dicari dengan belajar berulang ulang? VN [6/19/2021, 9:10 PM] Iip Pbi B : jadi,toefl kan skill, skill iku kan nek oga di pelajari trus kan iso berkurang, dan</p>

	<p>sebaliknya, terkadang aku ikut tes iku buat mengukur kemampuanku, sejauh mana hasil belajarku, dan kenapa ikut kursus trus, ya aku pengen meng upgrade skill ki, kan kadang ono wong seng ketika udah belajar y awes mandek, tapi nek aku gak ngono. Dan juga aku sadar nek aku ki bukan orang yang punya basic bahasa inggris, dadine kan harus belajar, opo maneh aku jurusane bahasa inggris, minimal onolah sesuatu seng tak iso, sesuatu seng luh tak ngerti ketmbang orang lain, ono bedolah. Dadi ngene, aku kursus di beberapa tempat, dan tiap tempat punya plus minuse, dan disetiap kursus pasti ada seng tak pelajari.</p> <p>[6/19/2021, 9:15 PM] UCB : tapi kan overallyang dipelajari masih sama cuman dengan pengemasan yng berbeda,dadi smpy n ki jane melu kursus iku untuk mempertajam skill ngono po?</p> <p>[6/19/2021, 9:18 PM] Iip Pbi B : heem, dadi dari perbedaan mengajar tiap kursusan, tingkat pemahamanku dari tahun ke tahun tetap berkembang, soale lebih tau banyak, meskipun yang di hadapi masih sama, tapi dapet banyak teknik yg berbeda,</p>
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5. Faiz Wahyu Tohar

IFW1	<p>+oke, dimulai dengan perkenalan yo?, sebutkan nama, jurusan dan kelas.</p> <p>_yaa nama wes ngerti sih ya, fais wahyu tohar, jurusan pendidikan bahasa inggris, kelas PBI9B</p>
IFW2	<p>+sejak kapan smpy n mulai belajar bahasa inggris?</p> <p>-yaa sejak sd we entuk, tapi mulai serius ya pas masuk kuliah,</p>
IFW3	<p>+alasan pribadi kenopo kok masuk neng pendidikan bahasa inggris opo?</p> <p>-dari awal sih asline gak kepikiran meh masuk bahasa inggris, sejak aku metu seko jogja iku lho, aku mikir meh ngambil jurusan opoo, dan akhire kepikiran, oh iya akumbyen seneng bahasa inggris kan, dan karna aku cadel,</p>

	dadi mungkin bias ngei key=untungan ketika speaking, eh ternyata orak.. dan juga guruku sih, karna ngajare enak, aku dadi pengen dadi koyo guruku.
IFW4	+nah dengan alasan seperti iku, opo seng mbok arepke seko bahasa inggris? Maksud tujuanmu kedepane -nek aku jujur saja tetep pengen iso s1 yo, tapi nek neng bahasa inggris si aku pengen iso speaking, biso ngomog lancer yo iso paham nek krungu, nek tujuane si, ya karna masuk neng pendidikan mau gak mau yaa dadi guru
IFW5	+nah untuk level bahasa inggrismu terkhusus 4 skill mau iku tergolong opo? -nek aku, untuk listening otomatis enggak
IFW6	+wes pernah tes? -aku rung pernah tes kabeh
IFW7	+nah nek neng kuliah? Wes lulus kabeh rung 4 skill kae? -yo lulus kabeh,
IFW8	+nah berarti kegelong advanced kabeh to, -ideale si ngono, tapi nek realitane si gak ngono
IFW9	+selama 4 tahun iku sejak dimuali kuliah kui, smpy n selama belajar kui belajar seko endi wae? -yaa, cuma seko perkuliahan tok, gaono laine, aku gapernah puny kesempatan neng pare, gapernah melu lsb, gapernah melu wec
IFW10	+brarti sumber keilmuanmu seko univ tok ya? -heeh
IFW11	+nah nek untuk level seng wes terukur e kan smpy n wes masuk advanced kan? Nah nek menurutmu dewe sevcara sadar kondisi aslimu ki masuk level opo? - intermediate.
IFW12	+mungkin.., tapi rung tau di tes kan? Nek tak kei tes piye? -ayok wae.
IFW13	+sak wise tes iki is, kan smpy n weruh dewe kan hasil test mu mengatakan nek smpy neng pre intermediate, dan dugaan e smpy n mau kae juga tepat, nek levelmu kan intermediate. Nah nek ngene ki menurut smoy n keppe?

	<p>Kan smpyn wes belajar 4 tahun lebih kan, tapi levelmu ternyata masih neng intermediate, sedangkan neng univ smpyn wes kegolong advanced, weruh ketimpangan ngene kip ye smpyn nangingpine?</p> <p>-yaa, sedih lah, karna ekspektasi gak seuai realita</p>
IFW14	<p>+berarti awakmu punya pinginan sampe advanced?</p> <p>-ya sebagai calon sarjana bahasa inggris pasti ada.</p>
IFW15	<p>+trus tindakanmu kepiye? Kan awakmu sedih kan menyikapine? Trus kepiye? Opo santé wae po trus awakmu kepiye ngono?</p> <p>-ya haruse si nek ngerti ngono harus study hard lah, tapi kan dalam realita hal seperti itu jarang terjadi, mungkin yo nek wes kepepet nembe sinau, koyo nek pas ujian toefl ngono kae loh,</p>
IFW16	<p>+brarti sikapmu menghadapi ketimpangan mau iku sante2 wae?</p> <p>-yaa aku pastine kepikiran truss ii, tapi tetep selow wae tindakane hahaha, slow but sure</p>
IFW17	<p>+bararti ketika ono tekanan lekas berontak(brtindak)?</p> <p>-koyoke aku tipe seng seperti iku</p>
IFW18	<p>+nah selama 4 tahun iku emang pola belajarmu kepiye?</p> <p>-ya aku belajar ketika ono tekanan wae, senisal pas meh ujian ngono.</p>
IFW19	<p>+tanpa metode?</p> <p>-tanpa metode, mengalir wae</p>
IFW20	<p>+oke, tapi meskipun seperti kui, snpyn kan pasti tetep punya target kan? Targetmu opo dalam bahasa inggris?</p> <p>-nek aku si paling annoying iku listening, soale aku ngerti karna kurang vocab dan pendengaran gak apik kjuga, dadi aku gak berharap banyak neng listening, dadi seng tak oyak yo grammar.</p>
IFW21	<p>+dadi focus utamamu iku grammar?</p> <p>-heeh</p>
IFW22	<p>+nah belajar grammarmuiku pye? Apa tanpa metode koyo seng mok omong mau?</p>

	-tanpa metode, dan aku pernah belajar sekali loh ya, kayak nek belajar tanpaa, lonvcat2 ngono ya malah ngelu sirahku, dadi paling tak woco, trus tak tulis, ngko nek wegah yo gak lanut, penting point2 penting seng tak tulis
IFW23	+nah dengan cara belajar seng ngono mau iku ono efek seng gede gak? -efek e kecil si,
IFW24	+nah selama iki pernah gak ngerasa belajar ki enak banget, diaman dampak dari belajar mau iku membuahkan hasil? -yo paling awal2 semester si,
IFW25	+nah nek seng mbok rasake , belajar mu seko basic sampe intermediate iki, paling berapa lama? -yo selama iki, dari awal kuliah kui aku mulai serius, dan sampe intermediate iku pas lulus mata kuliah pak agus, dan saat iku pun pas meh ujian kui aku begadng belajar, nggo persiapan iku
IFW26	+jadi dari basic ke intermediate iku 2 tahun? Dan 2 tahun selanjute no progress? -yoo ngono iku.
PROMOTING INTERMEDIATE PLATEAU	
IFW27	+nah, itu konsep yang mendasari dari banyak problem yang menimpa orang seng belajar bahasa inggris, secara garis besar smryn iku dalam fase iki, berlama-lama difase intermediate, dengan alasan unclear goal, nek sesuai opo seg tak tangkep dari percakapan mau iki loh.. -iyo sii, nek dipikir neh emang bener, wes lama juga ternyata gaono peningkatan, kwkwk
IFW28	+nah menurutmukonsepiki kepiye? -kepiye piye??
IFW29	+yoo, konsep iki mau , apakah worth it untuk diketahui bagi orang seng belajar bahasa? -yo harapanku si, aku iso fighting sama kemalasanuku ndikek, dan setelah bisa menang dari itu, dan seharuse harus menang si, dan lebih mateng dalam learning strategy seng meh tak pake
IFW30	+nah setelah percakapan iki, setelah kita bedah bareng2

	<p>problem seng terjadi neng awakmu, perihal proses belajar bahasa inggrismu iki, apa tindakan real seng bakal mboklakoni kedepane?</p> <p>-yo berharap aku bisa ke pare setelah lulus iki, dan ndandani antara grammar ambe speaking</p>
IFW31	<p>+dan menurutmu gimana efek dari promosi iki? Pakah ber efek?</p> <p>-sangaat, sebab akhire setelah promosi bisa tahu kenapa situasi seperti iki(yang dirasakan responden) bisa terjadi, dan ternyata hal seperti ini hal seng umum lah, dan ternyata halite bisa diatasi.</p>

6. Fika Eliza

IF1	<p>[12/17/2020, 10:05 PM] UCB: Abis ini mulai bisa??</p> <p>[12/17/2020, 10:09 PM] Fika: Ya hid</p> <p>[12/17/2020, 10:47 PM] Fika: Iyaaa hid</p> <p>[12/17/2020, 10:47 PM] UCB: Bisa dimulai?</p> <p>[12/17/2020, 10:48 PM] UCB: Vn ya</p> <p>[12/17/2020, 10:48 PM] Fika: Boleh hid</p>
IF2	<p>[12/17/2020, 10:48 PM] UCB : pertanyaan pertama, sudah berapa lama fika belajar b inggris dimulai sejak memantapkan niat buat belajar itu?</p> <p>[12/17/2020, 10:54 PM] Fika: 1. Untuk pertama kali belajar bahasa Inggris itu dari SD kelas 3, di sekolah ku sudah ada bahasa Inggris hid.</p> <p>VN [12/17/2020, 10:55 PM] Fika : pernah pengen belajar b inggris banget tu pas lulus SMA, karna pas sma b inggrisku standar si.Pas sma itu sempet ikut lomba juga, tapi ngga ada keinginan buat mendalami banget, kan cuman latian doing ama guru gitu, nah pas pengen2 nya belajar banget itu pas lulus sma buat kebutuhan ujian yang menggunakan b inggris.Jadi setelah lulus sekoalh sekitar 5 bulan lah aku belajar privat b inggris ke guruku, buat ikut ujian stan itu</p>
IF3	<p>VN [12/17/2020, 10:59 PM] UCB : lah yang bikin kmu</p>

	<p>masuk ke jurusan b inggris di uin itu apa? VN [12/17/2020, 10:59 PM] fika; karna ibuku pengen aku jadi guru hid, makanya aku mikir apa aku tetep disini aja dulu ya, nanti semisal mau ganti jurusan tinggal pindah, eh ternyata malah kebablasen sampe sekarang.[12/17/2020, 11:59 PM] Fika: Restu orang tua hid□. VN [12/17/2020, 11:02 PM] Fika : banyak factor juga si, di uin banyak belajar tentang kehidupan, salah satunya aku belajar kalo orang sukse itu ngga bisa diukur dengan ukuran yang sama, [12/17/2020, 11:03 PM] Fika: Itu yang bikin betah temen temennya. Temen kelas pada baik anak anaknya..</p>
IF4	<p>VN [12/17/2020, 11:05 PM] UCB : berarti udah belajar b inggris itu udah 5 tahun kan ya,? Nah selama itu kmu belajar b inggris itu menggantungkan kea pa aja?VN [12/17/2020, 11:05 PM] Fika : belum pernah si hid, aku ngga pernah iku lembaga, paling itu cuman tadi privat sama guruku</p>
IF5	<p>VN UCB : kan fika udah lulus ke advanced 4 skill itu kan ya? Kalo fika pernah ngga selain dari situ ikut tes level proficiency gitu?[12/17/2020, 11:20 PM] Fika: Belum pernah hid. [12/17/2020, 11:20 PM] Fika: Wah itu advanced sebenarnya aku gak layak hid.. karena ikut kurikulum dr UIN aja. Nek di tes sungguhan ya aku belum layak.</p>
IF6	<p>[12/17/2020, 11:21 PM] UCB: Kira” levelmu ap?? Nek semisal aku tes gmn?[12/17/2020, 11:34 PM] Fika: Cobaa hid. [12/17/2020, 11:34 PM] Fika: Tapi jangan malam ini yaaa [12/17/2020, 11:36 PM] Fika: Intermediate mungkin hid.. VN [12/17/2020, 11:36 PM] Fika : aku ngrasa di intermediate si hid. [12/17/2020, 11:40 PM] UCB: Ini aku ada angket, yg buat mastiin kalo Fika itu masuk ke yg apa [12/17/2020, 11:40 PM] UCB: Dikit kok□ [12/17/2020, 11:45 PM] Fika: Hid besok aja ya ngisinya...? [12/17/2020, 11:45 PM] UCB: Iyee, se lego yaa□</p>

	<p>[12/17/2020, 11:46 PM] Fika: Ini jahid buat skripsi?..</p> <p>[12/17/2020, 11:46 PM] UCB: Heem</p> <p>[12/17/2020, 11:47 PM] Fika: Yoh smgt yohhh</p> <p>[12/17/2020, 11:48 PM] UCB: Gimana udah mau istirahat?</p> <p>[12/17/2020, 11:49 PM] Fika: Belum hid</p> <p>[12/17/2020, 11:50 PM] Fika: Kamu kasih pertanyaan lagi aja</p> <p>[12/17/2020, 11:51 PM] Fika: Yg ini tulosannya kecil kecil hid besok kalo aku dah fresh yaa</p> <p>[12/17/2020, 11:51 PM] UCB: Oke</p>
IF7	<p>VN [12/17/2020, 11:53 PM] UCB : sekarang akumau Tanya fik, kamu menanggapi ketimpangan level dari univ sama kualitas asli kamu saat ini tanggapanmu gimana?</p> <p>[12/17/2020, 11:53 PM] Fika: Ya beban hid.. malu juga oh masa diakui adv tapi kualitasnya int...</p>
IF8	<p>[12/17/2020, 11:55 PM] UCB: Apa yg Fika lakuin dari perasaan beban itu, apakah santuy aja apa doing something supaya naikin level? [12/17/2020, 11:57 PM] Fika: Gak bisa dijawab jelas ini. Aku nek lagi mood ya doing something, pengen bisa lancar capcicus speak english. Terus bljr grammar di buku TOEFL preparation. Nek lagi gak mood ya gak belajar hid. [12/17/2020, 11:57 PM] Fika: Gak konsisten belajarnya..</p>
IF9	<p>[12/17/2020, 11:58 PM] UCB: Ooh ,jadi bljr nya ya sepinginnya aja? [12/17/2020, 11:59 PM] Fika: Iya hid.. ga setiap hari kudu hafal vocab .[12/17/2020, 11:59 PM] UCB: Ooh gitu [12/17/2020, 11:59 PM] Fika: Ya sering bikin di tempel tempel nnti dah konsisten beberpa Minggu Krn ada yang lupa jdi males jadinya gak lanjut. [12/17/2020, 11:59 PM] Fika: Gitu terus. Gak konsisten. Soalnya kalo lupa vocab apa rasanya kaya sia sia. Pdh ga boleh gt ya</p>
IF10	<p>[12/18/2020, 12:00 AM] UCB: Nah selama ini fokus belajarnya itu lebih ke apa? Speaking kah, grammar atau apa?[12/18/2020, 12:00 AM] Fika: Grammar hid</p>
IF11	<p>[12/18/2020, 12:01 AM] UCB: Knp kok grammar? Apa ada hal yg melatarbelakangi? Semisal aku fokus ke grammar</p>

	<p>karna pingin jadi guru , gitu [12/18/2020, 12:01 AM] Fika: Lebih asik belajar grammar [12/18/2020, 12:01 AM] Fika: Aku lebih suka di grammar meskipun ya nnti kalo ketemu soal susah jawab juga. □ [12/18/2020, 12:02 AM] Fika: Ditambah kalo grammar itu ada latar belakang pengen lanjut S2. Atau cari beasiswa. Kegunaannya lebh banyak</p>
IF12	<p>[12/18/2020, 12:04 AM] UCB: Jadi tujuan bljr b Inggris nya itu buat dasaran lanjut ke jenjang selanjutnya? Bukan karna pingin jadi p ngajar atau translator gitu? [12/18/2020, 12:05 AM] Fika: Bukan hid... [12/18/2020, 12:05 AM] Fika: Tapi nek mentok ya lanjut jd guru wkwk. Sesok kn ada CPNS. Disuruh ikut hid. [12/18/2020, 12:06 AM] Fika: Nnti nek emg jalannya di situ ya aku perdalam dari SKB nya dulu.. [12/18/2020, 12:06 AM] UCB: Wkwk, mantap [12/18/2020, 12:03 AM] UCB: Oooh gituu [12/18/2020, 12:03 AM] Fika: Iya hid</p>
IF13	<p>[12/18/2020, 12:06 AM] UCB: Jadi fleksibel aja ya?[12/18/2020, 12:06 AM] Fika: Iya hid ..[12/18/2020, 12:06 AM] Fika: Guruku pernah bilang gini pas aku nanya [12/18/2020, 12:07 AM] Fika: Pak aku nda bisa bahasa Inggris. Ya bisa bisanan tok, susah pak.. pak guru dulu pas sekolah pasti pinter bgt ya bahasa Inggrisnya [12/18/2020, 12:07 AM] Fika: Beliau jawab gini hid. Pas sekolah biasa aja. Pinter Krn pas udah jadi guru, tuntutan.. dan setiap hari ketemu</p>
IF14	<p>[12/18/2020, 12:07 AM] UCB: Belajarnya grammar pake apa? Maksudnya ada metode khusus yg Fika pake kah atau gimana? [12/18/2020, 12:08 AM] Fika: Aku pake buku TOEFL hid..[12/18/2020, 12:08 AM] Fika: Pake aplikasi duolingo</p>
IF15	<p>[12/18/2020, 12:08 AM] UCB: Di target ngga belajarnya?ada strategi yg di pake kah? Atau gmn? [12/18/2020, 12:08 AM] Fika: Saat ini nggak [12/18/2020, 12:09 AM] Fika: Aku ga bisa jawab hid.. [12/18/2020, 12:09 AM] Fika: Aku tuh kalo lagi smgt ya konsisten hid.. sampe bulanan bisa. [12/18/2020, 12:09 AM] Fika: Nanti kalo</p>

	<p>fokusnya buat garap skripsi ya ta tinggal.. gitu hid [12/18/2020, 12:10 AM] Fika: Tergantung yang lagi dihadapi apa hid. Kalo lagi senggang gak ada deadline apa apa. Aku biasane konsisten belajar. Tapi nek lagi ada penggarapan. Aku tinggal. Tapi nanti mulai lagi melanjutkan. Biasane ngono</p>
IF16	<p>[12/18/2020, 12:11 AM] UCB: Dan apakah dengan cara seperti itu ada efeknya? Seberapa besar? Biasa, sedang atau gimana? [12/18/2020, 12:12 AM] Fika: Ada hid [12/18/2020, 12:12 AM] Fika: Nanti kalo dibuka lagi masih ada inget inget .. [12/18/2020, 12:12 AM] Fika: Masih ada yang membekas</p>
IF17	<p>[12/18/2020, 12:13 AM] UCB: Untuk perjalanan Fika dari basic ke intermediate itu berapa lama? [12/18/2020, 12:14 AM] Fika: Gak pernah ngukur hid [12/18/2020, 12:14 AM] Fika: Aku di basic katakanlah di SMA mungkin ya hid [12/18/2020, 12:15 AM] Fika: Kalo pas lulus itu bener bner belajar bahasa ingri yang 16 tenses itu dah paham gambar atau table yang cara cepat [12/18/2020, 12:15 AM] Fika: Makanya ku kira pas masuk kuliah anak anaknya jg paling sama kaya aku wkwk. Malah aku pede. Dah ambil start awal. Eh ternyata pinter pinter bgtttt [12/18/2020, 12:16 AM] Fika: Dulu pas semeter awal awal kan aku suka maju ke depan sih hid. Krn ku tiap malam bljr .. tapi pas tau anaknya jago jago pinter pinter malahan aku jadi males..</p>
IF18	<p>[12/18/2020, 12:18 AM] UCB: Wkwk bukane malah tambah giat malah males? [12/18/2020, 12:18 AM] UCB: Jadi gimana ini? [12/18/2020, 12:19 AM] Fika: Dr 2015 hid.. [12/18/2020, 12:19 AM] Fika: Iyaa ☐</p>
IF19	<p>[12/18/2020, 12:21 AM] UCB: Brarti sampe sekarang di intermediate udah 5 tahunan ya? [12/18/2020, 12:21 AM] UCB: Kalo udah mulai ngantuk bilang tak ☐ [12/18/2020, 12:21 AM] UCB: Yak [12/18/2020, 12:25 AM] Fika: Iya hid</p>

	<p>[12/18/2020, 12:25 AM] Fika: Besok aja?</p> <p>[12/18/2020, 12:25 AM] Fika: Ngantuk ini...</p> <p>[12/18/2020, 12:25 AM] UCB: Ya kalo ngantuk tidur aja, lanjut besok pas lagi senggang</p> <p>[12/18/2020, 12:25 AM] UCB: Jan sampe terpaksa□□</p> <p>[12/18/2020, 5:06 AM] Fika: Baru bangun hid□□</p> <p>[12/18/2020, 5:07 AM] Fika: Sorry semlm aku wes ngntuk ...□□</p>
IF20	<p>[12/18/2020, 3:25 PM] UCB: Fik, selama belajar ini, di fase intermediate khususnya, pernah ngerasa ngga kalo buat improve itu makin susah? Meski udah belajar ya tetep aja di situ-situ aja, pernah ngga? [12/18/2020, 3:42 PM] Fika: Pernah hid [12/18/2020, 3:42 PM] Fika: Mungkin karena ga konsisten kali ya hid</p>
IF21	<p>[12/18/2020, 3:44 PM] UCB: Berapa lama kira²? Apa mungkin itu yg nyebabin Fika sampe saat ini masih di intermediate meskipun UIN menyatakan Fika udah advanced? VN [12/18/2020, 3:45 PM] Fika : selama in aku belajarnya si bisa biasa aja hid, jadi aku nggatau levelku apa, tapi kalo dibilang advanced belun si, tapi diatasa basic lah. Kalo ngerasa stuck itu kayaknya engga I, tiap belajar pasti ada ilmu yang di dapat baru, nambah ilmunya. Untuk berapa lamanya si, setiap kali belajar si kok raanya ngga pinter² yaa, kaya gitu si, sampe sekarang si masih kek gitu, kenapa yak ok ngga bisa kayak lainnya, kalo mau ngomongjuga masih susah suka nyari² vocab dulu gitu.</p> <p>[12/18/2020, 4:34 PM] UCB: Ya engga, masak bingung □</p> <p>[12/18/2020, 4:34 PM] UCB: Ini kan wawancara tentang Fika, ya semuanya harus dari sudut pandang Fika secara real,masak harus sesuai sama ekspektasi ku □</p> <p>[12/18/2020, 4:35 PM] UCB: Lebih jujur lebih baik Fik, jadi bisa ketemu problem nya,</p> <p>[12/18/2020, 4:38 PM] Fika: Iyaa hid..</p> <p>[12/18/2020, 4:38 PM] Fika: Kalo ada yang ga paham bilang aja ya hid.. biar jawabannya pas..</p>
IF22	<p>[12/18/2020, 4:39 PM] UCB: Kalo dari ini kan, brarti Fika</p>

	<p>ngerasain juga masa dimana udah belajar tapi tetep disitu aja kan, pernah penasaran ngga kenapa kok gitu? Apa mungkin Fika udah ketemu alasan kenapa kok bisa gitu [12/18/2020, 4:39 PM] Fika: Penasaran... Banget hid [12/18/2020, 4:39 PM] Fika: Aku sih mikirnya. Oh emg kalo ga suka dipaksa ya bkalaan susah emg sih hid VN [12/18/2020, 4:40 PM] Fika: aku kan emang ga terlalu suka bahasa inggris, dulu sih suka hid, karna temen2 itu di bawah standar gitu, jadi termotivasi. jadinya aku semangat, tapi pas kuliah kokliat temen2 nya udah selangit udah pad pinter2 gitu aku tu rasanya yaudahlah dijalanin ajaalah, kayak akunya ngga percaya diri [12/18/2020, 4:41 PM] Fika: aku belum terlalu enjoy belajar bahasa inggris hid.. VN [12/18/2020, 4:41 PM] Fika : tapi kalo beajar ips ama ipa gitu ketika disuruh njelasin itu masih bisa gitu, tapi kalo bahasa inggris itu aku kalo udah ngga belajar lagi lupa aku hid. [12/18/2020, 4:42 PM] Fika: Susah memang □</p>
IF23	<p>[12/18/2020, 4:43 PM] UCB: Ini lagi naek motor? [12/18/2020, 4:44 PM] UCB: Ooh gitu, jadi itu alasan penyebab kenapa ngga naik² level gitu ya? Dari yg Fika rasain. [12/18/2020, 4:45 PM] UCB: Jadi gini Fik sebenarnya da alasan teoritis yg mendasari fenomena yg Fika rasain, [12/18/2020, 4:45 PM] UCB: Dan itu hal yg umum, yg harus di rasakan oleh orang yg sedang belajar bahasa [12/18/2020, 4:45 PM] UCB: Namanya itu language plateau [12/18/2020, 4:46 PM] UCB: Kalo di bahasa Inggris itu namanya Intermediate plateau , karna sering terjadi di fase intermediate [12/18/2020, 4:46 PM] UCB: Agak susah si njelasinnya kalo ga ketemu □ [12/18/2020, 4:48 PM] UCB: Jadi plateau itu dataran, yg menunjukkan tidak adanya perkembangan, statis aja giti [12/18/2020, 4:49 PM] UCB: Nah kalo language plateau/Intermediate plateau itu fase dimana ketika kita udah belajar , ngabisin waktu tenaga dan pikiran untuk belajar biar</p>

improve, dengan ekspektasi akan naik level, eh ternyata kagak naik, tetep disitu² aja, rasanya kan pasti gaenak banget tu, kecewa lah kek gitu

[12/18/2020, 4:51 PM] UCB: Tapi itu hal wajar Fik, bahkan itu emamng cara kerja bahasa, suatu hal yg normal

[12/18/2020, 4:52 PM] UCB: Ada banyak faktor yg bisa nhlyebabin gitu, nah faktor itu yg tak cari dari Fika, dan Alhamdulillah tadi udah ketemu

[12/18/2020, 5:12 PM] Fika: Maksih ya hidd

[12/18/2020, 6:38 PM] UCB: Makasih apa?

[12/18/2020, 6:38 PM] Fika: Aku jadi tau hid

[12/18/2020, 6:38 PM] UCB: Ini tinggal tahap terakhir Fik,

[12/18/2020, 6:39 PM] Fika: Gimana hid

[12/18/2020, 6:40 PM] Fika: Apa yang bisa kubantu

[12/18/2020, 6:59 PM] UCB: Sebenarnya ini problem simpel, perihal tahu dengan ngga tau aja, orang yg gatau kebanyakan memberi efek berupa kecewa, sehingga motivasi turun, belajar pun jadi males, dan kasus terparah berhenti belajar

[12/18/2020, 7:00 PM] UCB: Nah dengan tau saja, bisa memberi efek positif berupa mengurangi kekhawatiran, dan bisa keep going sampe titik yg di inginkan

[12/18/2020, 7:00 PM] UCB: Nah disini aku tugasnya kayak sales gitu□

[12/18/2020, 7:00 PM] UCB: Mempromosikan konsep ini

[12/18/2020, 7:01 PM] UCB: Nah sebenere di titik intermediate yg perlu kita lakuin tinggal tetep maju aja, namun harus ada strategi

[12/18/2020, 7:01 PM] UCB: Strategi ya termasuk ya berupa goal, methods tehnik

[12/18/2020, 7:02 PM] UCB: Kalo goal sendiri kalo bisa yg realistis, maksudnya banyak orang yg memiliki goal tapi ampas, semisal " aku pengen pinter speaking"

[12/18/2020, 7:04 PM] UCB: Itu emang suatu goal tapi ampas, ampasnya ya karna terlalu besar dan ngga realistis, apalagi ngga dibarengi strategi mateng, akhirnya ya berhenti

lagi

[12/18/2020, 7:05 PM] UCB: Goal yg realistis itu goal yg lebih spesifik, semisal oeng n pinter speaking itu goal besarnya, buat mencapai itu di pecah², semisal 2 Minggu ini aku pengen fokus speaking untuk perhotelan, itu lebih realistis

[12/18/2020, 7:07 PM] UCB: Kalo metode itu bisa nyari sendiri atau buat sendiri yg penting sesuai dengan Fika, yg penting satu, jangan menggantungkan pada 1 methods saja, karnakalo satu aja dilakukan berulang kali rasa jenuh akan tiba, nah kunci disini itu tinggal pinter² nya kita bervariasi, ketika udah keliatan jenuh, ganti aja, di fase ini konsisten terhadap metode itu malah buruk,

[12/18/2020, 7:08 PM] UCB: Di fase ini juga sebenere kita tinggal 20% saja menuju fluent, dan seharusnya kita bangga pada diri sendiri bisa sampai di titik intermediate, karna udah 80% perjalanan terlaksana,

[12/18/2020, 7:09 PM] UCB: Nah lagi² hal ini bisa terpikirkan jika hanya kita tahu dan paham tentang konsep sebenarnya language plateau itu

[12/18/2020, 7:11 PM] UCB: Nah kalo di kasusnya Fika itu yg tak liat problemnya di motivasi, menurun karna lingkungan, dan menganggap ketika belajar itu ngga masuk², ngga kayak yg lain,

[12/18/2020, 7:13 PM] UCB: Nah dengan pemahaman ini kan jadi tau, eh ternyata ini hal yg lumrah, berarti Fika memang sedang pada proses belajar bahasa Inggris, dan perlu diingat semua orang itu juga merasakan hal yg sama jadi ngga cuman Fika aja□, aku pun sama, karna proses belajar bahasa itu memang seperti itu, tinggal keep going saja dengan strategi yg jelas, insya Allah bisa mendapatkan level yg diinginkan

[12/18/2020, 7:14 PM] UCB: Nah dengan tau seperti ini kan kita jadi lebih enak, dan menganggap ini bukan suatu hal yg sia²,

[12/18/2020, 7:15 PM] UCB: Untuk lebih lanjutnya si cari

aja konsep language plateau di google
[12/18/2020, 7:17 PM] UCB: Soalnya menurut ku ini konsep penting, mengetahui bagaimana suatu hal bekerja secara natural itu penting, supaya ketika mengejar sesuatu bisa tercapai, namun problem nya di sini tu kita ngga dikasih tau tentang language plateau, bahkan di UIN juga gaada, makanya konsep skripsi ku judulnya "promoting" language plateau.

[12/18/2020, 7:18 PM] UCB: Dan semoga dengan tau ini bisa membantu kita mengejar target yg di inginkan dalam belajar bahasa Inggris

[12/18/2020, 7:20 PM] UCB: Dan juga tambahan ni, kan Fika juga ada pingininan buat jadi guru, nah yg namanya guru pasti ada murid yg belajar bahasa Inggris, nah kalo orang yg belajar bahasa Inggris nantinya pasti kena efek language plateau, karma ini hal yg gak bisa di hindari, nah sebagai guru yg udah tau gimana cara kerja bahasa kita bisa membantu siswa kita agar nggak berlama-lama di fase itu, sehingga kualitas b Inggris siswa bisa bagus sesuai yg dia pinginin

[12/18/2020, 7:21 PM] UCB: Sekian dan terimakasih □, banyak bgt ya.

[12/18/2020, 10:03 PM] UCB: Yg terakhir Fik, tanggapan mu perihal konsep yg tak promosi kan iku gimana?

[12/18/2020, 10:04 PM] Fika: Jahid□□

[12/18/2020, 10:04 PM] Fika: Sampe aku lupa lgi diwawancara

[12/18/2020, 10:04 PM] Fika: Maaf ya hid

[12/18/2020, 10:04 PM] UCB: Wkwkwk gapapa kalem ae

[12/18/2020, 10:06 PM] Fika: Bagus nek menurutku... Jadi kamu mengupas permasalahan dari akarnya

[12/18/2020, 10:06 PM] Fika: Ditambah memberi solusi

[12/18/2020, 10:07 PM] Fika: Cuman nek aku sih ancen butuh motivasi hid.. untuk terus belajar dan beranggapan tidak akan sia2

[12/18/2020, 10:12 PM] UCB: Untuk Fika pribadi, konsep

	<p>language plateau iku apakah memberi dampak tersendiri? Semisal pemahaman ini aku jadi lebih tenang ketika berproses , atau mungkin memeberi energi positif untuk tetap lanjut belajar lagi sampai proficiency yg tak harapkan iku tercapai</p> <p>[12/18/2020, 10:12 PM] UCB: Semisal □□</p> <p>[12/18/2020, 10:12 PM] Fika: Memberi hid</p> <p>[12/18/2020, 10:12 PM] Fika: Ternyata aku gak sendirian □</p> <p>[12/18/2020, 10:12 PM] Fika: Ternyata itu hal yang wajar</p> <p>[12/18/2020, 10:13 PM] Fika: Aku bisa memulai belajar lagi</p> <p>[12/18/2020, 10:13 PM] Fika: Aku gak salah. Aku masih bisa memulainya lagi</p> <p>[12/18/2020, 10:13 PM] Fika: Iya hid ada energi positif yang Ki dapat lah hid..</p>
IF24	<p>[12/18/2020, 10:14 PM] UCB: Nah untuk kedepan e Fika bakal gimana? Tindakan atau apa gitu yg bakal dilakukan apa ?</p> <p>[12/18/2020, 10:16 PM] Fika: Sebelum ada wawancara ini aku memang sudah ada niatan akan terus belajar hid.. apalagi nanti ketemu di SKB kn. Ditambah nek jadi guru. Aku ya ada tuntutan itu ..</p> <p>[12/18/2020, 10:17 PM] Fika: Setelah wawancara ini, ya sama. Ke depan akan terus belajar. Bedanya ituu, ada sedikit informasi dari kamu soal promblem ini. Dan banyak dampak yang ku dapat dari penjelasanmu...</p>

7. Abdul Malik El hakim

IM1	<p>+Oke, seperti biasa perkenalan dulu profilnya smpyn mas malik..</p> <p>-apa aja ni??</p>
IM2	<p>+ya nama , kelas, jurusan, angkatan berapa..</p> <p>-namanya abdul malik al hakim, kelas pbi 9B , angkatan 2016</p>
IM3	<p>+mas malik sudah berapa lama belajar bahasa inggris ?</p> <p>-yaa paling belajare belajar formal ngono lah(sekolahan)</p>

	cumak mata pelajaran neng sekolah
IM4	+nek kui kan pertama kenal, lah nek mulai serius iku mulai kapan? -yo pas mulai kuliah kui,
IM5	+nah penyebab smpyn pengen belajar bahasa inggris kui mau opo? _ku mergo ngene loh, orak mergo kemauan, cumak koyone kiyu, channelle lueh akeh, luh fleksibel(bahasa inggris bisa diaplikasikan ke banyak hal), dadi ora mergo, biasane nek wong belajar kan wes ndue dasare, rodok iso lah, trus pengen ngembangke, kan biasane ngono. Tapi mbyen nek aku ki luh karna nek iso bahasa inggris ki iso neng kene iso neng kono (skillnya sangat aplikatif). luh spesifikke dalam dunia kerja.
IM6	+selama kui belajar b inggris menggantungkan ke siapa? Po seko univ tok atau ke lembaga opo ngono? -neng uin tok,
IM7	+kan dewe kan secara uin level 4 skill kui kan neng advanced kan, nek level asline smpyn wes tau ngerti? -rung pernah si,
TES	
IM8	+nek setelah tes iki, menurte smpyn level asline smpyn opo? Po tetp ngikuti seng sekouin, po tes mau ki? -yo aku melu seng iki mau to, sesuai tes mau ki
IM9	+nah ketika ngomongke iki kan, ono ketimpangan kan perihal pengecapan skill e dewe, nah melihat ketimpangan mau ki kepye sikapmu? -yo asline gak nyaman to, karna kondisi mau iku
IM10	+nah trus tindakanmu atas perasaan gak nyaman mau pye? -yo wes ancen ngono, sedikit2 tetp maju, tapi yo tetep tenang wae,
IM11	+berarti yo tetep belajar? -yo jenenge wong tetp belajar, tapi kan orak di target , yo orak terstruktur, sak pengene Bukti ke 2
IM12	+nek untuk fokuse, hal seng paling di kejar neng bahasa

	inggris ki neng opo? -nek coro aku si seng luh di kejar neng speaking e, seng keduane grammar.
IM13	+dalam mengejar loro mau iku pye carane? -yo mau kui, aku kan belajare orak terstruktur yo dadine ngono kae,
IM14	+Nah dengan belajar model ngono kui kepye efeke neng 2 tujuan mau? -nek efek e pasti kurang apik, cuman kan keinginane urung kuat ngono, iseh nyante wae, dadi pasti orak efektif Sadar akan hasil
IM15	+nah nek penyebab motivasi seng kurang kui jane opo? -karna posisine kan urung ono tuntutan nopo kudu serius, mungkin nek wes ono dorongan alesan seng kuat bakal terstruktur, koyo mau kan alesan masuk neng bahasa inggris pun alesane iseh samar, fleksibel neng dunia kerja, kerjaane opo sneg dituju kan yo seng samar, karna tujuane seh samar yo cara menggapaine she samar, sak sak e lah mlakune. Mtivasi diri kurang
IM16	+lahnek menurute smpy n fluency iku seng koyo pye? - yo iku mau, sio speaking mbe grammar, soale kan neng dunia kerja nek guru iku seng digunake grammar, neng neng dunia kerja kui speaking e
IM17	+dan untuk mencapai fluency seng kyo iku mau pelaksanane she koyo mau? -iyo sak tetahe maU kae
PROMOTE	
IM18	+nek dari analisis percakapane dewe mau kan problem u iku karna goal yang gak jelas dan strategi yang seadanya, nah nek menurute smpy n dewe secara pribadi, alasan kenapa berlama2 neng intermediate iku kenopo? -mungkin yo raono progress kui karna orak ketoto,kita kan neng kono(perkuliahan) kan Cuma sekedar formalitas, dadi kita ki cumak mencapai goal tapi mengabaikan proses(dapat nilai bagus tanpa mikir kualitas apaah meningkat), bedo nek dibandingke neng pare kan, proses eki bener di perhatike

	tenan,
IM19	+dadi perumpamaane ki, nek neng pare kid ewe belajarae sek di mong, tapi enng univ orak, dadi smpyn sek berpikiran nek kualitas mben apik ki kudu belajare diperhatike (seko kampus) ? -yoo, soale kan neng di ngonok e dewe dadi ono tekanan untuk belajar, tapi sering e kannek nengkamus lingkungane kan mengajak untuk mengabaikan proses fokuse mung neng goal(nilai)
IM20	+ tapi kan sbagai orang dewasa kita haruse bertanggung jawab atas kualitas diri awak e dewe kan? -iyo bener, tapi kan realitane kan ko ngono
IM21	+nah dengan penjelasanku tentang intermediate plateau mau, apakah smpyn merasa terkena intermediate plateau mau iku? -iyo lumayan sui juga yo ternyata
IM22	+lah nek smpyn mulai sampe intermediate kui kapan? -yo kayake pas toefl kae, kui kan emang puncak2 e kan, Awal intermedtate
IM23	+brarti kan 2 tahunan, kan toefl kan semester 5 +nah sekarang tak tanyaterkhir ni, setelah tau ini gimana nasib bahasa inggris e mas malik? Apakah lanjut atau gimana? Dan juga perihal konsep ini tanggapanmu gimana? -yo paling ngono kui to, pasti punyagoal, tapi dalam menggapaine kan orak mesti ono tekanan harus begini2 kyo seng mbok omongke mau, dadi tetep nyane mau koyo neng awal mbalek neh karna tujuanku mau seh samar, tapi suatu saat kan pasti aku ketemu tujuane kan, nah penjelasanmu mau ki iso digunake sebagai rambu2 semisal aku neng kono, dadi aku iso bertindak sesuai problem ngko seng tak temui, dadi referensi awal lah nggo aku kedepane.

8. Nafisah Mardhianah

INM1	+ dadi ngene fis, kedatanganku iki gawe penelitian skripsiku. Nah disini aku menemukan problem dasar seng tak angkat iku berupa ketimpangan kualitas personal kita
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	<p>masing2 sebagai mahasiswa bahasiswa bahasa inggris, dengan yang disandangkan universitas kepada kita, nah dewe kan wes lulus 4 skill sampe level advanced kan, smpyn wes lulus si??</p> <p>-wes laaahh..</p>
INM2	<p>+nah disini, untuk memecahkan dari problem mau, dibutuhkan data secara personal dari tiap participant, dan smpyn termasuk saah satu participannya, sebenere solusi dari problem iku west emu, seng ketimpagan tadi loh, aku wes nemu, janne problem sebenere ki tentang solusi iku seng gak pernah naik kepermukaan sehingga banyak orang yg ngga tau kalo ada solusi, maka dari itu aku ki ngko bakal promosi tentang solusi seng tak temokne mau neng smpyn, kyo sales ngno kae lah. Tapi solusi mau sifate ki menyesuaikan kebutuhan per individu, makane aku nyari problem personal dulu neng smpyn, lalu aku nganalisis jane ki seng kliru neng smpyn seblah ndi, trus aku menawarkan solusi. Nah untuk itu aku butuh data valid secara personal perihal smpyn, dari awal proses belajar bahasa inggris smpe sekarang, gimana oleh gak nek aku tekon2?</p> <p>-yoo, ojo angel2 tapii wkwk</p>
INM3	<p>+ pke, pertama ya, belajar bahasa inggris sudah berapa lama?</p> <p>-kan aku sd gaono pelajaran bahasa inggris sih ya, berarti mulai iku pas mts, truss ma dan lanjut kuliah</p>
INM4	<p>+nah utk niatan kenapa kok milih lanjut kuliah bahasa inggris kenapa?</p> <p>-kan mbyen kan pernah ikut lomba pidato bahasa inggris, dan menang, dari situ mulai deh untuk menekuni bahasa inggris</p>
INM5	<p>+untuk hal lain seng mempengaruhi smpyn mengambil keputusan lanjut belajar bahasa inggris iku opo?</p> <p>-yaa nek bhasa inggris kan ngga apalan si ya, ogak koyo PPKN atau PAi seng materine akeh trus juga butuh apalan, tapi nek bahasa inggris kan ogak akeh, dan juga nek</p>

	pejajaran bahasa inggris kan metode ne ki asik, ono nyanyi, permainan dll, seko iku aku seneng bahasa inggris.
INM6	+oke balik ke topic awal perihal kualitas, kan aku yakin smpyn juga menyadari nek level yang disandangkan universitas ke kita atas 4 skill tadi iku bukan karna kualitas kita, namun banyak factor lain, semisal kehadiran kan ya, nah menurut smpyn level seng disandang smpyn iku mewakili real skill e smpyn gak? -engga
INM7	+nek level e smpyn seng saiki berarti opo? Pernah tes gak ? -urung pernah,
INM8	+nah nek tak tes pye?? -ayok wae
TES	
INM9	+dari hasil tes iki kan smpyn kegolog neng intermediate, nah saiki aku meh Tanya pisan ngkas ke smpyn, nek jane smpyn luhi merasa yakin level e smpyn opo? Opo tetep mengikuti level dari universitas, atau dari tes tadi, atau mungkin secara pribadi smpyn merasa level asliku ki iki.. -nek aku sih lebih condong dari hasil tes mau iku, seng ono soal e kan, soale ki kualitas ki isone sdiukur ketika ono perangkat ukure kan, nek cuman menurut pribadi si ui kurang srek, dadi ikut tes mau, intermediate.
INM10	+nah nek mengikuti hasil tes mau, berartikan disini smpyn kan punya ketimpangan kan, dari univ dilabeli advanced, tapi skill pribadi berkata aku ini intermediate, nah menyikapi ketimpangan mau iku, smpyn kepye? Apakah beban kah, atau cuek aja, atau gimana? -nek dibilang beban si pasti meresa beban
INM11	+trus smpyn menyikapi beban iku pye? Apakah ketika merasa terbebani smpyn malah semangat utk belajar, atau santuy aja, atau mungkin karna saking terbebani smpyn lari dari itu? -nek aku sih biasa wae, meresa beban iya, tapi tak sikapi dengan biasaa saja, kalo belajar ya sebisane wae, dadi

	bukane membiarkan tapi tetep berproses secara sebisanya
INM12	+oke brarti merasa beban tapi tidak terbebani oleh beban itu, nah nek mencapai tujuan e smpyn iku proses e gimana? Eh mau wes tak tekoni tujuan e rung si? -rung kayake
INM13	+lali brarti, lah nek tujuan dari belajar bahasa inggris iki selama 10 tahun kui opo? Nggga mungkin kan karna seneng tok, pasti ada yang ditujukan -nek tujuan si aku pen dadi guru, soale kan guru bahasa inggris ki enak kan, ono nyanyi dll, nggak koyo pelajaran seng lain.
INM14	+nah utk mencapai tujuan iku, smpyn belajare kepye? Maksute metode apa yg di gunakke, trus alokasi waktu yang gimana? Semisal ngono wi -nek aku sih mengalir wae, kan soale aku juga gak seneng nontong film bahasa inggris, music yogak seneng, dadi yo belajare mengalir wae, semisal pengen belajar iki ya dilakoni, terkdanag tuntutan dari sekolah yo menyebabkan belajar, semisal kudu belajar iki, ya gelem ak gelem kan aku tetep kudu belajar, nah ngono iku mengalir wae <i>pembelajaran yang monoton</i>
INM15	+oo gitu, ah nek focus belajarmu neng bahasa inggris opo?speaking kah atau writing ato yg lain? -nek aku neng grammar,
INM16	+knpo? -yaa nek grammar kan asik ngono loh, ono rumus2 dll, dan juga neng sekolahan mbyen ki aku gapernah belajar speaking atau listening, lebih sering neng grammar
INM17	+nah nek seneng grammar iku apakah salah satu alesan kenapa smpyn pengen dadi guru? Kan nek guru sering skill utama ang dikuasai ki ngajari grammar kan? Nah apakah dari situ smpyn memutuskan dadai guru karna seneng grammar? Atau kepye? -yaa iku juga berpengaruh juga kan, nek prioritas e seng paling berpengaruh, kayane keduane saling berkaitan deh, keduane menyebabkan aku memutuskan belajar bahasa

	inggris sampe kuliah.
INM18	+nah utk belajar grammare kui smpyn kepnye? Pake metode atao gimana? -yaa kayak bisanae si, moco dipahami trus praktek ngono.
INM19	+dari cara iku apakah berefek secara signifikan neng smpyn? -nek apakah ada efek pasti ada, nek signifikan si mbuh si, kan mau aku ngomong mengalir wae, yo efek e ngono wi, gabiso dibilang signifikan bgt <i>tau akan efek yang dirasa dari strategi belajarnya yang minim, namun tidak ada tindakan lain untuk merubah strategy belajar, yang mana yang di pake ya, mengalir saja</i>
INM20	+ngomong2 perihal berproses, dadi ono siklus dimana awalbelajar terasa sangat mudah dan semakin sulit ketika semakin meningkat, nah nek dari smpyn sendiri kapan masa itu dimulai, maksudnya proses sadar saat smpyn mulai dari basic ke intermediate iku kapan dan bagaimana? -nek ngomongke proses sadar nya si, aku mulai belajar dan mulai kerasa waktu semester 3, itu aku mulai berproses sejara sadar, kan nek sebelum aku dibantu guru kan pas mts dan sma, nek kuliah kan tanggung jawab pribadi belajare kan, nah iku dimulai semester 3, aku belajar dari basic sampe ngerasa levelku di intermediate itu semester 5.
INM21	+itu gimana prosesnya? Gampang kah atau susah? -ya namanya belajar kan kebanyakan susah si ya, tapi pas waktu itu aku enjoy dan progresnya pun krasabanget, mungkin karna aku mulaisadar sih ya kalo ygbertanggung jawab atas kwalitasku ya aku sendiri gitu..
INM22	+nah untuk selanjutnya, dari semester 5 sampe sekarang kan itu 2 tahun kan?, dan selama dua tahun ini smpyn kan tetep belajar kan? -iya pastine,
INM23	+nah selama dua tahun ini smpyn saat iki ka masih intermediate, dan belum ke advanced, sedangkan progress dari basic ke intermediate hanya butuh 1 ½ tahun, dan dimasa 2 tahun itusmpyn mubekmulek di intermediate tok,

	<p>selama 2 tahun itu apa seng mbok rasakan dalam proses belajarmu?, apakah berbeda denagn 1 ½ tahun sebelum ato gimana?</p> <p>-ya tetep beda, aku ngrasa 1 ½ tahun iku enak banget, dan terasa efeknya, dan dari 1 ½ tahun iku aku saat iki pun uwes ngajar, ngelesi lah, karna kan yang diajarkan neng anak smp sampe sma kan yo basic2 kan, dan aku iku wes bias,dadi wes ngrasa enak wae si, nah nek apakah feel nyabeda antara 1 ½ tahun iku dengan 2 tahun setelahnya ya pasti beda, ya namanya semakin naik pastisemakin sulit, tapi aku tetep belajar dengan cara mau kae, tetep berproses tapi santai.</p> <p><i>Subjek memahami dasar konsep learning process, dan ketika di titik intermediate ini, dia merasa cukup, karna orientasi guru yang di bayangkannya sudah tercapai hanya dengan level intermediate. (achieved goal)</i></p>
INM24	<p>+tapi tetep pengen naik ke advanced kan?</p> <p>-ya pastinee</p>
INM25	<p>+tapi sampe saiki belum sampe? Tau kenapa?karna smpyn terkena language plateau, menurut analisaku seperti iku.</p> <p>-opo iku?</p>
PROMOTE	
INM26	<p>+ nah beberapa hal seg menyebabkan language plateau/ intermediate plteau iku ada 4, seng smpyn dapati iku karna goal yang sudah tercapai dan nyaman di zona aman, zona aman itu intermediate, dimana kita di fase autonomus stage, kan smpyn pengen dadi guru kan,? Dan smpyn juga sadar alo guru iku seng paling krusial iku grammar, smpyn juga punya prioritas di grammar, dan sampyn udah mencapai itu dlm 1 ½ tahun iku, 2 tahun selebihnya tetep belajar tapiitu brjalan nggak kaya pas 1 ½ tahun tadi karna goal mu udah kesampe, itu analisisku, menurutmu sesuai gak?</p> <p>-yaa setelah mbok jlentrehke ngene ki heehsi, tapi aku tetep belajar trus tapi yam au iku, santai wae</p>
INM27	<p>+nah santai mau iku efek dari goal mu yg udah kecapai, karna aku wes iso ngajar, kan brarti smpyn wes ngroso</p>

	dadi guru, dan guru iku kan tujuanmu -heeh si
INM28	+nah trus stelah ngerti ngene iki tanggapanmu pye perihal language plateau? -kan mau rung dikei solusi? Cuman menunjukkan problem seng tak mbok temoni neng aku,
INM29	+oh iyo deng, dadi ngene problem sampyn kan 2, seng pertama goal yg udah kecapai dan ketidakjelasan metode, nek tujuan buat naik advanced kan pasti ada kan sampyn, nah pertama buat goal yang lebih jelas seteah goal mu yg pertama udah kecapai, sampyn pengen advanced kan? Advanced iku suatu hal yg luas, sampyn harus lebih spesifik, dan setelah entuk , lalu tentukan strategi dan metode, sesuaikan dengan kebutuhan dan kesukaanmu, nek perihal metode ki akeh sampyn gari nyari neng internet, tingga disesuaikan wae, dan ketika sampyn wes nyaman pada satu metode dan lanyah, kasih variasi men orak boring, karna metode yang digunakan berulang ulang akan kehilangan keefektifitasannya. Nah solusine iku seng tawarkan iku seperti iku, menerutmu apa efek yang saat ini sampyn rasakan setelah mendengar promosiku mau? -yaa tentune menjadi tambah tau kan, dan yang jelas termotivasi buat lanjut lagi kedepane, dadi lebih ngerti kondisi diri ya, kaya refleksi diri ngono, sehingga merubah mindset si,
INM30	+lanjut seng kepiye? -yaa aku pengen mengasah skill laine juga, kan sebagai guru ideal menurutku mau iso ke 4 skill iku kan, nah setelah grammar mungkin aku mlayu neng speaking,
INM31	+kepiye sampyn menuju speaking? -Yaa paling neng pare ... +luih enak ya neng kono pasti berhasile sih tinggalikut arus aja, liyane yo podu bar lulus iki pengen do neng kono buat ngasah skill

9. Khoirunnikmah

IN1	+oke dimulai dari namanya siapa, jurusan dan kelas ?-nama saya khoirunnikmah, dari jurusan pendidikan bahsa inggris, sekarang kelas PBI 9B.
IN2	+jadi, sudah berapa lama smpyn ki belajar bahasa inggris,? dimulai sejak pertama kali ki sampyeaan berniatan belajar bahasa inggris. -meniatkan benar-benar serius? Berarti mulai alliyah kelas 1. Itu awal mula ketertarikan to3k,
IN3	+nah mulai belajarserius kapan?-mulai belajar serius ki pas 181liyah, kelas 2 (responden lulusan 2016)
IN4	+saat iku, yang membuat sampeyan mengamil keputusan itu apa?-sebenere pengen mempelajari bahasa inggris, pengen lebih dalam belajare, pengen iso dan tertarik
IN5	+kenapa kok tertarik?-iso tertarik karna termotivasi seko guruku ngono, karna ngajare enak,
IN6	+gurune ngajare penak opo kepingin dadi gurune?-kepingin dadi guru
IN7	+berarti kepingin jad guru bahaa inggris?-iya.
	+Trus, selama 6 tahun itu kan pasti udah belajar wuakeh kan... dan kita tau dalam bahasa inggris ada 4 skill utama, nah selama kuliah ini, dari universitas sampeyan udah sampe level mana dari 4 skill tersebut?-iya pastinya udah lulus sampai advanced level, meskipun dari 4 skill iku ada satu skill seng tidak aku kuasai, listening, hehe..
IN8	+ dadi, secara UIN Walisongo sampeyan iku tergolong level advanced kan?-iyo..
IN9	+ nah selama iku, smpyn menggantungkan belajar bahasa inggris pada opo wae?-yaa cuman belajar lewat perkuliahan dan lewat mandiri dengan internet sejak aliyah.
IN10	+nah untuk level sekarang, seng saat iki level e opo?-gak ngerti si, gak pernah ngcek juga haha.
IN11	+nek semisal dites sekarang mau?-gakpopo si...
IN12	+dari hasil test tadi, sampyn mendapat level intermediate semua, sekarang tak Tanya lagi, secara personal, smpyn menganggap level yang saat ini smpyn punya iku apa? Apa tetep ikut dari univ yaiku advanced, apa ikut test tadi di intermediate?-mm , iya intermediate.

IN13	+nah sekarang kan, dari situ ketok, kalau ada ketidak sesuaian antar level univ dengan yg barusan didapat, gimana tanggapan sampyn perihal ketimpangan iku? -yaa menjadi beban pastinya,
IN14	+brarti sampyn punya pinginan untuk mencapai level diatase ?-iya..
IN15	+nah , bayangan sampyn perihal fluency iku apa?-ya mahir, mengusai kesemuaan skill kui.
IN16	+yang menjadikan persaan beban kui karna pandangan fluency seng seluas kui,-heeh
IN17	+dan dengan kondisi yang dari univ diakatan advanced taori ternyata masih intermediate melalui tes tadi, beban kui malah tambah kerasa yo?-iyo
IN18	+nah dengan keadaan seng saiki, apakah sampyn merasa cukup dengan pencapaian seng saiki apa meh lanjut maneh?- justru pungen lajut trus,
IN19	+tindakan sampyn menanggapi beban tadi dan teteo lanjut trus mau iku apa? Apakah belajar menggunakan metode apa ngono, atau belajar secara jor joran ngono pop ye?-yo engga jor joran, tapi tetep menyempatkan waktu untuk belajar,
IN20	+dalam sehari apakah pasti belajar,?-ya ngga setiap hari si, sesuai mood
IN21	+trus metodene apa?-tanyak temen kadang, ke zumrotul, dan kadang neng internet, kek njawab2 soal koyo sneg mbok kei mau.
IN22	+seko belajar mau kui seng paling dikejar neng bagian opo?- reading mbe grammar
IN23	+dengan metode mau apakah berefek?-onok, sitik2 ono
IN24	+trus kan ngene, sampyn kan pungen dadi guru bahasa inggris, untuk menjadi guru bahasa inggris mau menurute sampyn kudu iso opo wae?-Semuanya harusnya
IN25	+tapi kenapa kok mau sampyn ngomong focus belajare ke reading mbe grammar? Opo karna situasi sekolahan seng melulu focus ke grammar sehingga mengikuti ato gimana?- karna iku juga, dan juga kan neng textbook sering e kan iku,reading mbe grammar

IN26	+nah standar guru seng seperti itumau sperti opo? Harus mengusasi opo gitu?-ketika menjawab pertanyaan ki bisa memahami ngono,paham salahae opo,ngerti luar dalam.
IN27	+nek saat iki wes iso ngono rung?-belum sepenuhnya
IN28	+secara persentase berapa persen?-75% ke 80%
IN29	+dengan ukuran iku, menurue smpyn wes cukup menjadi guru opo urung? Smpyn wes ngelesi?-insyaallah wes mampu untu dadi guru,heem aku wesngajar ngelesi,
IN30	+ nah apakah iku yang membuat smpyn tidak memfokuskan belajar skill yang lain,? Karna skill yang anda butuhkan iku 80% udah kecapai, dan anda merasa mampu untuk menjadi guru?-bisa dibilang ya gituu, tapi bukane mengabaikan lo, cuman agak dikesampingkan. Kan itu juga penting juga.lebih tepate tidak memprioritaskan yang lain selain 2 mau
PROMOSI KONSEP INERMEDIATE PLATEAU.	
IN31	+ nah setelah penjelasan tadi iku, kalau dikira-kira sudah berapa lama smpyn berada di level intermediate iki?-yaa sejak pertengahan kuliah iku aku ngerasa udah di intermediate.
IN32	+brarti udah 2 tahunan iki ya? Sampek sekarang itungane-iyaa semono ikunan lah.
IN33	+nah dari proses promosi mau seng tak lakuin, gimana tanggapanmu perihal konsep tadi?-ada kesadaran untuk berkembang, dengan ngerti problem neng awakku bisa berkembang kedepane, dadi lebih bervariasi ketika belajar.

CURRICULUM VITAE

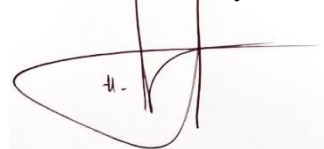
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Sincerely

A handwritten signature in dark ink, consisting of a large, sweeping loop on the left and several vertical strokes on the right, with a small mark resembling a plus sign or a similar symbol near the base of the loop.

Mujahidin Hakim

