



Panel 4 : Language and Literature

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Language Evolution: The Current Trend and Controversy of Northern Thai Dialect

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Abstract

Globalization brings not only benefits, but its drawbacks have also been found, for example, pollution, consumerism, and deterioration. Language evolution is another phenomenon affected from globalization.

Language evolution in Northern Thai dialect, at the moment, is in the crucial situation though the language users might not be concerned. The preliminary assumption of the paper is the ancient Northern Thai dialect is dramatically changed effecting from the overwhelming Bangkok Thai language. Therefore, the paper aims to explore the current spoken lexicons of Northern Thai language influenced by Bangkok Thai language which derives from different factors such as media and technology, modernization, education, and globalization.

The methodology of this paper is to apply modernization theory on socio-linguistics. During the field research, the data from the informants from different age range and social background are collected. 30 sentences of Bangkok-Thai sentences plus a paragraph are given to the 100 informants divided into 5 groups, 20 people in each group. The informants are asked to interpret the given sentences into Northern Thai dialect. The outputs of experiments are compared to see the differences of the language usage focusing on the current used lexicons.

The findings reveal that language evolution considerably results from globalization process, for instance, media and technology as well as interaction with outsiders. Age ranges are also the key factor of the change.

Keywords: Language Evolution, Northern Thai Dialect, Trend and Controversy



1. Introduction

Language is the most important phenomenon in the world. From birth to death, all our activities are regulated by language. The human knowledge and culture is stored and transmitted in language. Thinking is only possible through language. Without a language, the world gets stuck with no any progress.

For children learning the first language, linguistic competence develops in stages, from babbling to one word to two words, then telegraphic speech. For adults, however, learning a language might be caused by various aspects. To adopt words from the second language has become a major one.

Lanna is a name that is used to call the upper Northern region of Thailand which consists of 8 provinces; Mae Hong Son, Lampang, Lamphun, Phrae, Nan, Prayao, Chiang Rai and Chiang Mai. In the ancient time, this region of Thailand had her own sovereignty and also her own culture and language. The language is called variously such as “Lanna”, “Khammuang” or “Northern Thai” with the approximate number of 6 million speakers (Wikipedia). In 1880s, Lanna region was annexed with Siam, and gradually assimilated to Siamese in term of culture and language (Nuaon Khrouthongkhieo, 2014). At present, although Lanna culture and language still exist, however, Siam culture and language have spread its influence over Lanna culture and language which result from the centralization policy of Thai government including modernization policy as well.

Language change is one of the effects which derived from modernization. Dr. Namthip Kingkarawatana, (2009) an instructor of English Department, Faculty of Liberal Arts, Chulalongkorn University, quoted in her book “Language Change: English through Times: that

“... language is a thing that reflects human experiences occurred from learning from environment. When the environments change, for instance, human migration, or having a new brand invention, or contacting with the foreigners who have different cultures therefore language has to change in order to fill up the new requirement in human communication...”

Nowadays, Lanna residents still use their dialect as their daily communication means. Nonetheless, some of “lexicons” have changed its meaning from its original meaning, furthermore, some of the words have almost been forgotten. Many of vocabulary in Northern Thai dialect are now rarely used by the current generation who prefer using the Bangkok Thai words instead.

For this relation, language evolution in the region, at the moment, is the great concern. The preliminary assumption of the paper is the ancient Northern Thai dialect is evolved from the overwhelming Bangkok Thai Language. Consequently, this study is conducted to explore how Lanna people use Northern Thai dialect as their daily communication means at the present time in term of the current lexicons and to compare the relation and difference of Northern Thai language used among people who are native speakers and non-native speakers in varied age ranges and birth places.



Literature review

Everything in this universe is perpetually in a state of change, the fact commented on by philosophers and poets through the ages. A flick through any book of quotations reveals numerous statements about the fluctuating world we live in: “Everything rolls on, nothing stays still”, claimed the ancient Greek philosopher Heraclitus in the sixth century BC.

Language, like everything else, joins in this general flux. As the German philosopher-linguist Wilhelm von Humboldt noted in 1836: “There can never be a moment of true standstill in language, just as little as in the ceaseless flaming thought of men. By nature it is a continuous process of development”.

Language death occurs in unstable bilingual or multilingual speech communities as a result of language shift from a regressive minority language to a dominant majority language (Dressler, 1988).

Although the study of language death as a field in its own right is very recent, people have been aware that languages disappear for much longer. For instance, Swadesh (1971) is one of the earliest commentators on language death, although he concentrates almost exclusively on the social context of disappearing languages, rather than on structural changes which might result. Some early comments on dying languages are also judgmental in tone, condemning the speech of residual informants: we shall reject this evaluative approach, especially since, as Swadesh noted, it seems that “the factors determining the obsolescence of languages are non-linguistic. There are no such things as inherently weak languages that are by nature incapable of surviving changed social conditions.”

The definition of language death we shall adopt essentially involves a transfer of allegiance of part of a population from a language which has been native in the area, to a more recently introduced language in which the indigenous population has become bilingual. The new language is generally spoken natively by more powerful speakers, who may also be more numerous, and is typically associated by speakers of the minority language with prestige, wealth and progress. The minority language is then effectively deserted by its speakers, becoming appropriate for use in fewer and fewer contexts, until it is entirely supplanted by the incoming language.

Dr. Namthip Kingkarawatana, stated that language can be changed and eventually lost. It means the disappearing of words in language, so the language to be used in the next generation will not recognize those words. This phenomenon may occur from social changes, for example; objects, social values or practices which used to be familiar in a society have been disappeared later. Consequently, the words that used to name those objects were also changed. In ancient Lanna society, every house has its digging well and the container used to bring water from the well. Nowadays, the modern house use the water supply instead of the digging well. So, the word “Nam Tung”, the bucket has no longer used anymore.



Another reason of the language evolution is borrowing words from other languages which have the same meaning. Subsequently, one of the two words has to change its meaning or exist only one word. In this case, the word “straw” in ancient Northern Thai was called “Kong Dood”. But at the present, this word is called “Lord Dood”. In centered Thai language, the word “straw” is called “Lord”, hence, we can see that “Kong Dood” is regularly changed due to the influence of centered Thai language over Northern Thai dialect.

2. Methodology

The methodology of this paper is to make a survey the use of Northern Thai dialect among native Lanna people varied in age ranges and birth places and non-native people.

2.1 Participants

During the field research, the data was collected from 100 informants who are living in Chiang Mai province. The majority of people live in Muang Chiang Mai district, however, some of them were originally born in other districts, such as Fang, Maetang, Maerim and Jomthong but are now living in the area. The informants are divided into 5 groups (20 informants per group) as follows;

- Group 1: Native speakers who are under 20 years old
- Group 2: Native speakers who are between 21-40 years old
- Group 3: Native speakers who are between 41-60 years old
- Group 4: Native speakers who are over 60 years old
- Group 5: Non-native speakers

2.2 Research instrument

The research instrument used in this study is a questionnaire with thirty of expressions and a paragraph designed in Bangkok-Thai language. The informants, then, have to convert those expressions into Northern Thai dialect. After that, the converted expressions will be classified its frequency of use comparing to their mother tongue, age range, and birth place. The basic Lanna words and expressions were compiled from Lannese dictionary and also key informants who were originally born in the area still using the language in their daily life.

2.3 Data analysis

The data obtained will be analyzed the similarity and differences of language used from each informant. Most of converted expressions are dealt with daily colloquial language, for instance, dress, food, daily using object, and etc. Finally, the words that are rarely used or even lost in Northern Thai are founded including the causes and factors which affected the lexical change in the language.



The following paper is the format of questionnaire used in the survey.

Questionnaire

Explanation: Please fill out all the given information.

1. Personal information

Mother tongue: Native Lanna Speaker Non-native Lanna Speaker

Age: Under 20 years old
 21 – 40 years old
 40 – 60 years old
 Over 60 years old

Hometown: Urban area Rural area

Education: Primary school Secondary school
 High school Diploma level
 Bachelor degree Graduate degree

2. Convert the following expressions into Northern Thai dialect according to your daily communication.

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| 1. รอหน่อยได้ไหม | Wait a minute |
| 2. เด็กคนนี้ฉลาดมาก | This child is very clever. |
| 3. ไปโรงเรียนสาย | Go to school late |
| 4. อายาพูดมาก | Shut up! |
| 5. พี่บุญชอบเดินไวๆ | Brother Boon likes walking quickly. |
| 6. หน้าเธอเป็นสีขาวยืด | Your face is pale. |
| 7. ริ่งช้าๆ หน่อยสิ | Run slowly, please. |
| 8. เจอกันวันมะรืนนะ | See you the day after tomorrow. |
| 9. ผมไม่ชอบสีน้ำเงิน | I don't like blue color. |
| 10. ใส่รองเท้าคนละข้าง | Wear a different shoe. |
| 11. สวมกางเกงขาสั้น | Wearing shorts. |
| 12. เทน้ำลงถังน้ำ | Pour water into a pail. |
| 13. เด็กวัดทำผ้าห่มขาด | A temple boy tore a blanket. |
| 14. ยกบันไดพาดหน้าต่าง | Lay a ladder over the window. |
| 15. รับประทานอาหารเช้า | Having breakfast |
| 16. หลอดดูดน้ำยี่สิบหลอด | Twenty straws |
| 17. คว่ำตะกร้าให้หน่อย | Pass the basket, please. |
| 18. ชอบกินส้มตำมะละกอ | Like eating spicy papaya salad. |



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| 19. อยากได้จักรยานใหม่ | I want a new bicycle. |
| 20. ดิฉันไม่รู้จริงๆ | I really don't know. |
| 21. เที้ยวแถวๆ นี้ | Strolling around here. |
| 22. ย่าหนูไม่สบาย | My grand mom is ill. |
| 23. ทำไมถนนเงียบกริบ | Why is the street so silent? |
| 24. อย่าลืมกางมุ้ง | Don't forget to spread the mosquito net out. |
| 25. ทบทวนตำราบ่อยๆ | Review the text regularly. |
| 26. รัดเข็มขัดให้แน่น | Fasten the belt tightly. |
| 27. สวมหมวกกันแดด | Wear a hat. |
| 28. พี่ชายทำจมูกโด่ง | My brother made a plastic nose surgery. |
| 29. พรุ่งนี้จะเอาเงินมาชดใช้ | Tomorrow, I'll pay the money back to you. |
| 30. วางจอบอันใหญ่ใต้กระท่อม | Put the big hoe under the hut. |

เมื่อวานนี้ ฝนตกนิดหน่อย ฉันเดินไปตลาดล่าฟัง คิดว่าจะไปหาอาหารเย็นอร่อยๆ ทาน
 ครู่หนึ่ง ก็พบกับเพื่อนที่gangsรมอยู่ ฉันจึงเข้าไปพูดคุยด้วย เขาบอกว่าพ่อของเขาเพิ่งซื้อ
 รถจักรยานยนต์ให้ คันละ สี่หมื่นกว่าบาท สวยมาก พ่อฉันได้ยีนอย่างนั้น จึงอยากได้บ้าง
 พ่อฝนหยุดตก ฉันก็กลับบ้าน แล้วขอให้พ่อซื้อให้บ้าง พ่อบอกว่า “หากลูกตั้งใจเรียน ก็จะทำให้”
 ฉันดีใจมาก และสัญญาว่าจะเอาจริงเอาจังในการเรียนมากขึ้น

Yesterday, it rained a little bit. I walked alone to the market to find some delicious dishes
 for dinner. Then, I met my friend. He held an umbrella. I walked to him and talked. He told
 me that his father just bought him a new motorcycle. It cost more than 40,000 baht. It's
 very beautiful. When I heard that I would like to have one. After the rain stopped,
 I went back home and asked my dad to buy me a motorcycle. My dad said that “If you
 study hard, I'll buy it to you”. I was so glad and made a promise that I'll pay more attention
 on my study.

.....



3. Results

According to the survey, the researchers found that;

1. The under 20-year informants seem to be the most influenced from Bangkok Thai language especially the informants who live in the urban areas.

For example, the morpheme “wait” in Bangkok Thai language is “รอ” (Raw) but in Northern Thai dialect is “ท่า” (Tha). Most of them say “รอ” (Raw) instead of “ท่า” (Tha), and the morpheme “breakfast” in Bangkok Thai language is “อาหารเช้า” (Ar Han Chao) but in Northern Thai dialect is “ข้าวงาย” (Khao Ngai), they say “อาหารเจ้า” or “ข้าวเจ้า” (Ar Han Chao /Khao Jao). Moreover, the acting words like “to wear”, in Bangkok Thai language is “ใส่” (Sai) but in Northern Thai dialect is “สบ” (Soop), they always say “ใส่” (Sai).

2. The informants aged between 21-40 years old and 41-60 years old, the survey found that there is a partial difference in using Northern Thai dialect.

According to the survey, people who aged between 21-40 and 41-60 use the language quite the same whether Bangkok Thai and Northern Thai dialect.

For example, the word “short pants”, both age ranges also say “ขาสั้น” (Khasun) whereas the over 60 years say “ขาก้อม” (Khakom).

3. The over 60-year informants still preserve authentic Northern Thai dialect especially people living in rural areas.

For example, the word “pail”, the over 60-year informants still say “น้ำขุ” (Nam Koo) which derives from authentic Northern Thai dialect but the other age ranges usually say “ถัง” (Thung) which is adopted from Bangkok Thai language. Furthermore, the word “blanket” people below 60 often call it “ผ้าห่ม” (Pha Hom) whereas the over 60-year people say “ผ้าตวบ” (Pha Tuap). Consequently, the survey obviously indicates that the over 60-year informants is the only group of people preserving authentic Lanna dialect best.

4. Among the four groups of native Lanna informants, the under 20-year informants are people who less communicate in the authentic Northern Thai dialect than the other groups.

The under 20-year informants prefer using Bangkok Thai words to communicate with people at the same age because people at this age are familiar with Bangkok Thai language. They avoid using Lanna words in order to prevent misunderstanding in the meaning of the words. As teenagers, doing something out of date is shameful. Therefore, when they are in their society, they always speak Bangkok Thai language.

5. The non-native Lanna speakers who stay in the northern part of Thailand sometimes try to communicate with Lanna people by using Northern Thai dialect but they still use a lot of Bangkok Thai words and speak with strange accent. The words they pronounce have the similarity with the words those who are under 20-year informants utter. On the contrary, an interesting finding is that some of non-native Lanna speakers can express more authentic



Northern Thai lexicons than native Lanna speakers since they have been staying in the region for years and frequently interact with the language owners.

6. The place of growing up is one of the main factors for language evolution.

According to the survey, it has found that people who were born and grew up in different areas speak Northern Thai dialect related to their birthplace. For instance, a belt “เข็มขัด” (Khem Khat), in Fang district, people call it “สายฮ้าง” (Sai Hang) but in Jom Thong district, people say “ปกแหว” (Pok Al) although both terms mean the same thing. Some words sound a bit different like “ยั้ง” (Yung) and “ย้าง” (Yang). Both words mean “to stop”. (When the rain stopped, I went back home... Lamphun residents often say “พอฝนยั้ง, เป็นก้อปิ๊กบ้าน”..., however, Chiang Mai residents say “พอฝนย้าง, เป็นก้อปิ๊กบ้าน”).

7. Some words are almost unused for all age ranges.

Those are the words “to like”, people usually say “ชอบ” (Chop) and Northern Thai word for it is said “หุ่ม” (Hoom). Another word is “a house”, Bangkok Thai people call a house as “บ้าน” (Barn), in Northern Thai a house is uttered “เฮื้อน” (Haun). In order to be able to effectively communicate with Thai people from other regions, the word “เฮื้อน” (Haun) is been ignored, but the word “บ้าน” (Barn) is widely spoken. One more word is “กูป” (Koop), which means a hat, this word is nearly forgotten from Lanna people memory. They prefer saying “หมวก” (Muak) instead of saying “กูป” (Koop) because it sounds modern and has been acceptable for the new generation.

4. Discussion and Conclusion

Modernization connects people from remote areas closer. Furthermore, the advanced technology in transportation and communication enhances people with different culture and languages to be able to contact more easily and conveniently. Approximately 100 years ago, if people from Bangkok wanted to go to Chiang Mai, they had to take a whole week trip and there was no both radio and television stations. At that time, people who lived in the northern part of Thailand used Northern Thai dialect to communicate both spoken and written language. Nowadays, it only takes an hour travelling from Bangkok to Chiang Mai. In addition, the printed material, radio, television, and media are all in Bangkok Thai language. Consequently, it is unavoidable for new generation of Lanna people to be familiar with Bangkok Thai language more than their own dialect.

Around 40 years ago, at that time, Thailand was under military regime. The military regime had a willing to centralize the country. They wanted the whole nation to speak only one formal language which was the central Thai language. Assoc. Prof. Dr. Thanet Chareonmaung, a famous Lanna scholar, asserted in one of his lectures to graduate students of Chiang Mai University that “in 1972, there was a sign in Chiang Mai Teacher College written that *civilized people don't speak Lanna dialect*”



As a result of this sign, Lanna people during that period of time started adopting Bangkok Thai language into their lives. Northern Thai dialect has been interfered due to the influx of Bangkok Thai language. Moreover, Lanna people began being interested in modernization, therefore, it was not too difficult for them to accept and adopt modern and formal language as Bangkok Thai.

Bangkok Thai language started playing a vital role in various contexts, for instance, in educational institutes and government offices. When Lanna people need to contact with the government sectors, they must use Bangkok Thai as their communication means. In fact, in northern part of Thailand, there are hill tribes having their own dialects. To reach the goal fast and effectively, everyone has to speak only one central language when having a service from government offices, which is Bangkok Thai language.

Nevertheless, people growing up with less interaction to the government services still communicate among their communities with authentic Lanna dialect. Those are now over 60 years old and live around the rural areas. They have spent their ways of life far away from modern technology and preserve their ancestor language constantly. On the other hands, we might say that the influence of Bangkok Thai culture is unable to change this group especially the language.

Studying in school 8 hours a day, hearing and speaking official language towards their teachers and peers, Lanna teenagers presently are familiar to communicate to one another using Bangkok Thai language more than the ancient dialect. In some family, furthermore, parents nurture their children with modern lifestyle and also speak to them using Bangkok Thai instead of Northern Thai even though they all are native Lanna residents. As mentioned, the environment and atmosphere nowadays lead Lanna teenagers to face unavoidable situations and conditions which for them are hard to resist.

The names of objects are also called differently due to the birthplace of speakers. Despite northern people speak Northern Thai dialect, some words have diversified for calling names in relation to the habitation of the speaker. For example, in Chiang Mai “a guava” is called “Ba Kuay Kah” but in Lampang it is called “Ba Mun”. This phenomenon is acceptable for Northern Thai dialect users. Lanna people recognize the variety for calling names of objects as the same language and not justify which one is more or less standardized.

Some words are unused or forgotten from Lanna people especially the words in the agricultural field which are no longer used since nowadays less Lanna people are in agricultural sector. As a result, no one used these words any more, such as, “เปี้ยด” (Piat), a bamboo wicker container used for measuring rice weight for 15 kilograms. In the past, people did not have a modern measure, therefore, they used “Piat” to measure their rice. Nowadays, modern measures are used to replace “Piat” like an electronic weight machine. Consequently, the word “Piat” has been almost disappeared.



Conclusion

Language is like a flower; bloom, glory, and fade. Language is changing for all the time due to the current environment. Language evolution is a normal phenomenon of language. Language changes, usually very slowly, sometimes very rapidly. One obvious reason is interaction with other languages.

If the “word” is no longer used, it will gradually fade out from daily using colloquial.

Language evolution phenomenon in Northern Thai dialect as well, a great number of words might be changed and evolved, perhaps disappeared from daily using especially among the new generation which the overall reasons are stated in the discussion section.

As language changing is a normal phenomenon of language, we should not assume that language changing leads to the degeneration of language. Professor Dr. Pranee Kulawanich, (1997) mentioned in her book “*Phasa Tassana*” (View of language) that;

“...language is not definitely ruined as long as that language is still being used as a communication means. It is true that some of the language users are not satisfied with the changing and try to keep the origin.

The people who do like this should not think that they are trying to fight with the degeneration of language.

But they are only the one who tries to preserve the language in normal situation...”

Northern Thai dialect is, in case of language evolution, a good example. If Northern Thai dialect is being used, undead, it must be changed in accordance with the comfort of language users. No one can resist the changing and losing of language. There will be some words lost; on the contrary, some words will be created. According to the research, Northern Thai dialect would have a new look in the near future. Lanna people would speak Northern Thai dialect by replacing some words derived from Bangkok Thai language but they still speak with their ancestor accent. Is it better if ancient Lanna lexicons still exist within the modern environment? This depends on the new generation to direct its way.



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Enhancing English Speaking Skills of Thai University Graduate Students through Oral Presentation

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Abstract

Speaking skill is essential in English language learning at every level. For graduate study, English presentation is required and graduate students have to give presentation in classes and at conferences. There are courses offered for the graduate students and they are also trained to build speaking skills to support the presentation. The emphasis of this study is on using oral presentation to enhance speaking skills. There are two research questions which are intended to be answered: 1.) how can the use of verbal presentation improve Thai university graduate students' English language speaking skills? 2.) how can the use of verbal presentation improve other English language skills of Thai university graduate students? The participants in this study are 50 graduate students at Srinakharinwirot University. The instruments are oral presentation activities, pre-test and post-test, questionnaire, English journal writing, and oral presentation assessment rubrics. The results can be used in (a) providing teacher educators with a framework to train English language presentation for graduate and (b) providing information for further studies in the field of English language teaching.

Keywords: English Language Teaching, English Speaking Skills, Oral Presentation



The Implementation of Constitutional Rights of Women in The Practices of Female Circumcision in East Java

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Abstract

Every citizen have the same rights at the same time in law and government, we called it equality before the law. In Indonesia this is recognized in the Indonesian Constitutional 1945. Constitution of the State of the Republic of Indonesia which is currently undergoing changes until the fourth change (4th amendment). However, the implementation of the rights before the law on women issues often faced difficulties. This paper is intended to analyze how women have no protection of their rights in the issue of female circumcision. This paper based on research in 2 areas in East Java Province, that were 1) *Bangkalan* Regency, and 2) *Situbondo* Regency. The research was a qualitative research supported with quantitative data. The data collection was using indepth interview to 20 informants and interviews using questionnaires to 200 respondents. The research reveals that there were many things affect women's ability to access for the constitutional rights in the issue of female circumcision. This was effect the health condition of girls and women as the impacts of practices of female circumcision.

Keywords: Female circumcision, Law and women issues, Women's rights, Qualitative research

I. Back Ground

Female circumcision is one of the social phenomena in the world. Some terms are used to refer to female circumcision. These terms include female genital cutting, female genital mutilation, and female circumcision. However, to emphasize the impact of violence on this practice, the most widely used term is female genital mutilation. Furthermore, WHO (World Health Organization) divided the definition of female circumcision into four categories (WHO, 2006):

- Type I, cuts all parts of the clitoris
- Type II, partial clitoris cut,
- Type III, sewing or narrowing the mouth of the vagina (infibulasi),
- Type IV, piercing, scratching the tissue around the vaginal opening, or inserting something into the vagina to cause bleeding.

The phenomenon of circumcision in women has pro and contra opinion. Some group of people support the practice of female circumcision and composed of religious leaders. Those who support the practice of female circumcision are based on the reason that female circumcision can make lower the libido when a girl grows up. Thus, women who have been circumcised are considered able to make lower their sexual desire so that they can maintain their honor until marriage. However, different reasons are expressed by some counter parties with the practice of this female circumcision. Many women's NGOs and human rights activists refuse and thinking that there is no benefit to women who have been circumcised. Polemic about the practice of female circumcision has long been happening in Indonesia, but until now this problem can not be resolved because of differences of opinion in some group of people

II. The problem is :

How the implementation the constitution right for the women circumcision in East Java ?

III. The History

The practice of women's circumcision has actually been practiced by people in several countries around the world. Countries that practice many women's circumcision are countries with the majority Muslim population. These countries are Pakistan, Bangladesh, Malaysia, including Indonesia. However, each country has a different percentage. Based on the news quoted by femina.co.id, female circumcision practices are also widely practiced in the countries of North Africa, the Middle East, Southeast Asia, and some regions in the United States and Australia. According to the Amnesty International Institute, an estimated 2 million women and girls are circumcised each year.

The practice of female circumcision is also happened in some areas of Indonesia. Practice of female circumcision occurs in many areas in Indonesia, such as Banten, Yogyakarta, Madura, etc. For most people of Banten, circumcision must be performed when the child is at least 2 - 3 years old. When the obligation is not executed, the law is considered haram (unclean and kafir), so that all forms of worship that he did is considered illegitimate. Lampung community also has a similar tradition with the people of Banten, the tradition of female circumcision

performed when the woman aged 2-3 years. For the people of Lampung, women who are not circumcised then, it looks will look less beautiful and less luminous. The tradition of female circumcision in Lampung society is also referred to as 'circumcision senbai' (Mesraini, 2003). The same thing is also shown by the Banjar community. They engage in female circumcision activities at 40 days after born by reason of following the existing tradition and has been done for generations. They assume that not perfect only when the existing tradition is not continue by the next generation (Nurdiyana, 2010)

Another case with the practice of female circumcision performed by the community in Yogyakarta. They practice the practice of female circumcision as one form of Islamic religious worship. However, there are no sanctions that actually bind women who do not perform circumcision. Furthermore, in Madurese society, female circumcision is performed with the aim of being a ritual of Islamic belief purely without any prior cultural history. This happens because the culture brought from Java to Madura is not enough awake by the local community (Putranti, 2003).

Based on the news reported in Biora Daily (2015), there are still many people who do Biora Blood family do circumcision in women's daughter at the age of 36 days or when the baby is selapan. Based on the existing data, it is known that the female circumcision of the community in Biora is mostly done by a midwife, not a medical person who has been given permission to practice. However, some people also do so on medical personnel and along with ear piercing and earrings to look beautiful. Based on the narrative of village elders and midwives from Tunjungan sub-district, Biora, this female circumcision activity is a downward descending culture that should have been preserved by the community.

Based on research conducted by Nantabah, et al (2015), it can be seen that female circumcision is mostly done in West Java Province (14,7%), North Sumatera Province (8,1%), and East Java (7.3%). Female circumcision rates in West Java and East Java provinces are more or less influenced by Kyai and kharismatik clerics whose can affect people . The majority of reasons that Indonesians use in practicing female circumcision are religious reasons. Religiously, female circumcision is done to restrain women's lust for her femininity to stay up until they get married. However, different things are mentioned by dr. Sharifa Sibiani from King Abdulaziz University, Jeddah. Dr. Sharifa undertook a study of 260 women half of whom had been circumcised. He studied sexual behavior and their experiences during sex. The result, there was no difference in sexual arousal or libido among women who have been and are not circumcised (femina.co.id).

II.Pro and Contra in Women Circumcision

Female circumcision in Indonesia actually pro and contra until now. However, there are still many practices of female circumcision with a variety of reasons, ranging from religious reasons, cleanliness, until the reason to avoid the disease. However, in 2005 a workshop was held on the practice of female circumcision. These activities involve professional organizations, NGOs, national committees, and all aspects of the programs and sectors involved. Based on the workshop, it was agreed that the practice of female circumcision is not useful for health, even considered harmful or make hurt.

Considering that, the Directorate General of Public Health issued Circular Letter Number HK 00.07.1.31047a dated 20 April 2006 regarding Prohibition of Medicalization of Female Circumcision for Health Officers. With the circular letter, most of the baby girls born are no longer circumcised. However, in response to the prohibition of female circumcision, the Indonesian Ulema Council (MUI) issued a fatwa in response to it. Response is contained in Decision Fatwa Number 9A Year 2008 which states that female circumcision is glorified (makrumah) and prohibition of female circumcision is considered in contradiction with the syiar of Islam.

Furthermore, in response to the MUI fatwa, the Ministry of Health then issued Regulation of the Minister of Health (Permenkes) No. 1636 / Menkes / Per / XI / 2010 on female circumcision. Permenkes contains details of the stages that must be performed by medical personnel to practice the circumcision that is for women is done in accordance with the provisions of religion, service standards, and professional standards to ensure the safety and safety of circumcised women.

The polemic on the occurrence of Permenkes No. 1636 / Menkes / Per / XI / 2010 concerning the circumcision of the meeting reap some criticism from several parties to revoke the regulation. Insistence comes from several circles, ranging from Amnesty International to the Head of the Population and Gender Agency of YARSI University. This arises because the practice of female circumcision shows no benefit to women who underwent circumcision in childhood, as well as in adulthood.

Responding to criticism coming from some parties, then in 2010 the Ministry of Health again issued Permenkes. The regulation is stipulated in the Permenkes RI Number 6 of 2014 on the Revocation of Permenkes 2010. Permenkes is issued again by the Ministry of Health because circumcision in women is not proven to have benefits for those who are circumcised. Based on some explanations about female circumcision above, it can be seen how the practice of female circumcision still take place today although it has been known various negative impacts. In addition, polemics about female circumcision from religious and legal reviews become national and international topics. Based on this, a research study on how people respond to the phenomenon of female circumcision that has long been filled with pros and cons in its implementation is considered necessary, especially the assumption of the element of violence and deprivation of women's rights in the implementation.

If the practice of women circumcision is seen from feminist glasses, it can be seen that in fact the activity has seized reproductive rights on women. Because, women's circumcision has been deemed to have no benefit for women. According to Fatayat NU (2013), Muzaenah Zain, the implementation of women's circumcision with the wrong method, can lead to bleeding that leads to the death of the woman.



III. The Risk of Women Circumcision

In addition, there are still many risks that women face after undergoing circumcision. Such risks can occur in the short and long term. Here is the long-term risk and short-term risk caused by the practice of women's circumcision as reported in the compass daily (2016):

1. Short-term risk

- Infection of all pelvic organs that leads to sepsis.
- Tetanus that can cause death.
- Gangrene that can cause death.
- Extraordinary headaches that can lead to shock.
- Urine retention due to swelling and sputum in the urethra.

2. Long-term risk

- Prolonged pain during sex.
- The penis can not enter the vagina so it requires surgery.
- Sexual dysfunction (can not reach orgasm during sex).
- Menstrual dysfunction resulting in hematocolpos (accumulation of menstrual blood in the vagina), hematometra (accumulation of menstrual darh in the womb), and hematosalpinx (accumulation of menstrual blood in the fallopian tubes).
- Chronic urinary tract infection.
- Urinary incontinence (unable to hold urine).
- Can occur abscesses, dermoid cysts, and keloid (hardened scar tissue).

Therefore, many women activists, NGOs and women's organizations support the prohibition of female circumcision practices in Indonesia. In addition, basically many perpetrators of female circumcision who perform these activities only to continue the culture that has been there and has been done for generations. A deeper and holistic study of female circumcision through various research approaches.

IV. Approaches to Women Circumcision Habbit

In addition, development activities can be said to succeed if the community voluntarily and consciously involve themselves in the program activities. However, if there are communication programs often run unilaterally by program planners and public policy makers. The problem of bureaucratic character seems to move according to arithmetic. While the escalation of the problems of nation and state move in the geometrical progression. Imagine, how many communication activities that are less attention to the condition of the audience and the context of the local community communication system. Both formal institutions such as law or informal ones such as customs, values, habits and norms that affect communication among citizens. Worse yet, the approach used is also the old approach, when it involves the community as a leader (opinion leader) as; local / local languages or traditional customs and media meeting forums, are often merely ceremonial. As a result after the activities and events then also over what is delivered.

Public consultation is often still addressed erroneously as a notice to the public and asked for an opinion, is finished. However, there is still a policy product that does not fully adopt important matters in public consultation (or rather just information dissemination). Whereas public consultation is an event to exchange dialogue and hear opinions and solve various problems that may exist between two parties.

It is at this point that a new approach is really up to date. Not just forcing the old paradigm to be wrapped with technology or a new way. The new approach requires two things, the first open mind, namely openness to any differences that arise and then in an equal position to determine the best way out. And second, sustainability, whether a policy will be sustainable and can last for a certain period of time and adjust to the level of ongoing development? A thing that may be difficult when there is a momentary orientation and the interests of a mere project without any desire to fight for much greater importance. So that every public policy can be found its way out in a wise way and not just wrap the old things with "clothes" newer.

Broadly speaking, the importance of this research is based on several conditions in the management of information and communication program of local government in handling female circumcision. For example, there are still obstacles in building quality information systems and public communications. How to package an information and information management system that the public needs and has quality, accurate and attractive. Because with the information in accordance with public needs and acceptable then the public satisfaction will be achieved. With quality information then the credibility of local government agencies will be more reliable in the eyes of the public.

V. The Result

Bangkalan District

1. Implementation of the Practice of Circumcision in Girls in the Family

No. Percentage Frequency Performance (%)

1. Yes, Implement 100

2. Not Conducting 0

Total 100

2. Reasons for Practicing Circumcision in Girls

No. Reasons for Frequency Percentage (%)

1. Tradition 65

2. Ordered by Parents 18

3. Already Circumcised Directly by Medical Personnel / Dukun 17

Total 100

3. Victim Practice Circumcision in Girls in the Family

No. The circumcision victim **and** did not perform

1. Girls 67 33

2. Siblings 100 0

3. Nephew Female 86 14

4. Actors Who Ordered the Practice of Circumcision in Girls in the Family

No. Actors that Ordered and Actor Doesn't Ordered

1. Parents 56 44
2. Grandfather / Grandmother 83 17
3. Uncle / Aunty 68 32
4. Self Desire 8 92
5. Medical Personnel 43 57

5. Sanction Enforcement If Not Implementing the Practice of Circumcision in Girls

No. Description

1. There are sanctions 76
2. No sanctions 24

6. Sanctions Provided If Not Implementing the Practice of Circumcision in Girls

No. Type of Frequency Percentage Sanction (%)

1. Certain Sanctions (Suppressed by Families) 76
2. Social Sanctions (Digunjingkan) 0

7. Actor Who Sanctions

No. Actor Frequency Percentage

1. Neighbors 0
2. Parents 76

8. Knowledge of the Law of the Practice of Circumcision in Children

No. Description Frequency Percentage (%)

1. Obligation 69
2. Not Required 31

9. Age of Children Usually Circumcised

No. Age Frequency Percentage (%)

1. Live After Birth 57
2. Age 0-7 days 23
3. 0-40 days 20

10. Actors Who Practice Circumcision in Girls

No. Correcting Actor Frequency Percentage (%)

1. Dukun Bayi 91
2. Midwife 9

11. Implementation of the Practice of Circumcision in Girls in Respondents

No. Description Frequency Percentage (%)

1. Yes to do circumcision 100
2. Not doing circumcision 0

12. Circumcision Age

No. Age Frequency Percentage (%)

1. Immediately After Born 69

2. Age 0-7 days 31

13. The Most Active Family Members in Governing the Practice of Circumcision in Girls

No. Actor Frequency Percentage (%)

1. Natural Mother 14

2. The mother-in-law 28

3. Grandmother 47

4. Aunt 11

14. Implementation of Circumcision Practice on Respondent's Children

No. Description Frequency Percentage (%)

1. Yes to circumcision 96

2. Not doing circumcision 4

15. Age of Respondent's Children When Circumcised

No. Age Frequency Percentage (%)

1. Directly After Birth 75

2. Age 0-7 days 21

16. Reasons Children Responden Circumcised

No. Reasons for Frequency Percentage (%)

1. Not to Be Reproved by the Family 32

2. It has been done directly by TBA 28

3. Self Desire 3

4. Following Tradition 33

Situbondo

1. Strengthening Information Introduced by Actors

No. Percentage Frequency Information (%)

1. Proposition 27

2. Religious Lecture 58

3. Health Information 15

2. Knowledge of the Health Impact of the Practice of Circumcision on Girls

No. Impact Frequency Percentage (%)

1. Being Clean and Healthy 56

2. No Excessive Lust 44

3. Knowledge of the Circumcision Instruction Act on Girls

No. Description Frequency Percentage (%)

1. Yeah, know 6

2. Not knowing 94



4. Implementation of the Practice of Circumcision in Girls in the Family

No. Percentage Frequency Performance (%)

1. Yes, Implement 69
2. Not Implementing 31

5. Reasons to Practice Circumcision in Girls

No. Reasons for Frequency Percentage (%)

1. Tradition 34
2. Ordered by Parents 18
3. It has been circumcised Directly by Medical Personnel / Dukun 17

6. Victims of Circumcision Practice in Girls in the Family

No. The circumcision victim and that girls did not perform circumcision

1. Girls 3 and 97
2. Brother 28 and 72
3. Nephew Female 17 and 83

7. Actors Who Order the Practice of Circumcision on Girls in the Family

No. Actors Yes, Ordered Not Ordered

1. Parents 18 and 82
2. Grandfather / Grandmother 38 and 62
3. Uncle / Aunt 25 and 75
4. Self Desire 5 and 95
5. Medical Personnel 14 and 86

8. Sanction Enforcement If Not Implementing the Practice of Circumcision in Girls

No. Description Frequency Percentage (%)

1. There are sanctions 0
2. There are no sanctions 100

9. Knowledge of the Law of the Practice of Circumcision in Children

No. Description Frequency Percentage (%)

1. Compulsory 23
2. Not Compulsory 77

10. Age of Children Usually Circumcised

No. Age Frequency Percentage (%)

1. Directly After Born 100
2. Age 0-7 days 0
3. 0-40 days 0

11. Actors Practicing Circumcision in Girls

No. Correcting Actor Frequency Percentage (%)

1. Doctor 76
2. Midwife 24

12. Implementation of the Practice of Circumcision on Girls in Respondents

No. Description Frequency Percentage (%)

1. Yes to do circumcision 65
2. Not performing circumcision 35

13. Circumcision Age

No. Age Frequency Percentage (%)

1. Directly After Born 65
2. Age 0-7 days 0

14. The Most Active Family Members in Governing the Practice of Circumcision in Girls

No. Actor Frequency Percentage (%)

1. Natural Mother 14
2. Mother-in-Law 18
3. Grandmother 27
4. Aunt 6

15. Implementation of Circumcision Practice on Respondent's Children

No. Description Frequency Percentage (%)

1. Yes doing circumcision 39
2. Not doing circumcision 61

16. Age of Respondent's Children When Circumcised

No. Age Frequency Percentage (%)

1. Directly After Born 39
2. Age 0-7 days 0

17. Reasons Children Respoden Circumcised

No. Reasons for Frequency Percentage (%)

1. Not to Be Reproved by the Family 7
2. Directly Conducted by Medical Personnel 18
3. Self Desire 3
4. Following Tradition 11

18. Reinforcement Information Introduced by Actors

No. Percentage Frequency Information (%)

1. Theorem 47
2. Religion 36
3. Health Information 17



19. Knowledge of the Health Impact of the Practice of Circumcision on Girls

No. Impact Frequency Percentage (%)

1. Being Clean and Healthy 50
2. No Excessive Lust 50

20. Knowledge of the Act of Practice of Circumcision on Girls

No. Description Frequency Percentage (%)

1. Yes, know 12
2. Not knowing 88

VI. Analyza

Factually, despite efforts to improve public access to public information, there has been a significant gap between expectations and reality. In addition to institutional issues, human resources, geographically many limitations of public access to information such as between border areas and cities and various other. This condition leads to the uneven situation of public access to public information that hampers the development of potential and public participation in government programs.

Moreover, today's information movement is not only fast and actual, but has also been globalized, simultaneously, and interactively. All that thanks to the presence of multimedia, print media, and electronic media, such as radio, television, internet, and news phones are no longer constrained by periodicity. While in the institutional context, the policy of regional autonomy brings the impacts of various nomenclatures, duties, and functions of information and communication institutions in the regions. The next consequence is the feedback mechanism of policy implementation as a material of policy formulation and improvement of government performance, not yet managed well. Not to mention, there is still a variety of interpretations on the limits and mechanisms of public information acquisition and not public information, because the laws and regulations that are mutually exclusive have not yet been completed.

Initially the circumcision of girls who developed and maintained in the community legalized by Permenkes Number 1636 Year 2010. Habits of female circumcision given the legal umbrella so that its implementation in accordance with the rules in force, so as not wild in the implementation. In the regulation of the minister of health it is stipulated that circumcision must be upon request and not in the form of cutting (genital mutilation) but a scratch. It's just that the stroke is still potential to cause injury, bleeding and infection. These risks should be shared with the parents of the circumcised girl.

Female circumcision remains in the community. It's just that they do it from time to time without any definite knowledge of female circumcision. The parents do not know what the benefits are and do not see directly the implementation. Parents never ask the midwife about this circumcision. The practitioner of circumcision is a midwife.

When pregnant women enter two months of pregnancy, the midwife comes to the residence of the expectant mother to raise the content ("junjung"). Massage to arrange for the baby in the womb either located in the womb is done again at seven months pregnant. A proactive birth attendant approaches pregnant mothers in order to perform a baby bath as well as circumcise. This is done as if it were a package.

What is the purpose of circumcised girls, you do not know. The phenomenon that exists in society so that the girl is not passionate about high sex. Not binal

At the time of delivery, a midwife who can help deliver, may be a midwife. After two weeks of birth, the baby dukun comes to bathe the baby, take care of the umbilical cord and perform the circumcision. Baby mother can not bear to see the procession of circumcision. According to respondents, dukun baby smearing with turmeric just like that.

In the past, circumcision was done by scratch that can cause injury, blood and infection. At this time, most young women, young mothers do not circumcise their children. The mother is educated in high school, choosing to give birth in a midwife and has no relationship with a TBA. When asked why not circumcised is answered that for what circumcision? There is no necessity for circumcision. Never discussed in religious studies by religious leaders, at any meeting by community leaders.

Along with the development of the era then published Permenkes No. 6 of 2014 on the revocation of Permenkes No. 1636 Year 2010 about Circumcision. The reason for the publication of Permenkes Number 6 Year 2014 is as follows:

1. that any action taken in the medical field must be based on medical indication and proven to be scientifically useful;
2. that female circumcision is not currently a medical act because its implementation is not based on medical indication and has not been proven beneficial to health;
3. that based on the aspect of Indonesian culture and beliefs, there is still a demand for female circumcision whose implementation should still pay attention to the safety and health of circumcised women, and not to do female genital mutilation;

VII. Conclusion

Feminist thinking is a thought that has realized and protested against the existence of subordination and other injustice behavior toward women everywhere (Ritzer, 2012: 10). Feminist theories have sprung up to counter the inequality that women gain in all aspects of their lives. Feminist theory eliminates the existence of a long-held system and shows a bias of masculinity that has filled human lives. Many feminist theories seek to regain justice for women in their lives shared with men. One of the feminist ideas that seeks to eliminate the injustice experienced by women is the liberal feminist.

The liberal feminist was first formulated by Mary Wollstonecraft in her book *A Vindication of the Right of Woman*. Wollstonecraft encourages women to contribute to autonomous decision-making and policy-making, and the way to go to it must be pursued through education. He thinks highly educated women do not need to be economically independent or



politically active to be autonomous. The general goal of liberal feminists is to create a just and caring society of women's freedom.

The root of liberal feminism is that liberal political thought has the basic character of placing humans in their own uniqueness compared to other beings, ie the ability to reason by emphasizing the moral or prudential aspects. (Tong, 2004: 15) In other words the principle of liberal feminism is that women and men have the ability to reason, so they have equal rights and opportunities to advance themselves. liberal feminists see the persecution of women, the unfulfilling of women's rights, opportunities, and freedom because they are women, that means women still suffer oppression, even if women have gained the top position but can not be fully appreciated by the environment or the people around it .

In the mainstream thinking of liberal feminists has been divided into two groups, namely the classical liberals that describe the ideal state, is a state that protects civil liberties (ownership, right to vote, freedom of speech, freedom of association, freedom of association), for liberal-oriented on the welfare of the (elagatarian), the ideal state is a country that is more focused on economic justice, civil liberty. These two ideas then became the mainstream of thought around the 18th -19th century. The main purpose of liberal feminism is to create a just and caring society freedom is evolving, because only in such circumstances women and men can develop themselves.

Implementation of Women's Constitutional Rights in Practice of Female Circumcision in East Java Province are based on the right of every person that including access to adequate health is closely linked to human rights. The notion of "three generations of human rights" was proposed by Karel Vasak, a French lawyer. Inspired by the three normative themes of the French Revolution, those rights are:

1. The first generation of civil and political rights (liberte);
2. Second generation of social and cultural rights (egalite);
3. The third generation of rights of solidarity (fraternite).

The third generation of human rights interconnect and conceptualize the value demands relating to the previous two generations of human rights. There are 6 (six) human rights demanded. The rights are:

1. The right to self-determination in the political, economic, social and cultural fields;
2. The right to economic and social development;
3. The right to participate and utilize the "common heritage of mankind" (shared space-space resources, scientific and technical information and progress, and cultural traditions, locations and monuments);
4. The right to peace;
5. The right to a healthy and balanced environment;
6. The right to natural disaster relief.

These rights are set forth in the World Declaration on the Rights of Human Rights or the so-called World Declaration on the Rights of Human Rights.

Article 1 Everyone is born independent and has the same dignity and rights

Article 2 Everyone has the right to all rights and freedoms set forth in this statement with no exceptions whatsoever, such as nationality, color, sex, language, religion, politics or other opinion, national or community origin, property, birth or any other position

Article 3 Everyone is entitled to the livelihood, liberty and salvation of a person

Article 5 No one shall be abused or cruelly treated, regardless of humanity or humiliating treatment or law.

Article 6 Everyone has the right to recognition as a personal person against the law wherever he is

Article 7 Everyone is equal to the law and is entitled to the same legal constraint as there is no difference. All persons shall be entitled to equal protection against any distinction that violates this claim and against any instigation directed against such a distinction.

Women as citizens as men have equal rights to access to health, but there are some things that make women difficult to access health:

1. The attitude of male arrogance so as to look down on women, women are considered stupid, so there is no need to be given an explanation about health and even if women ask, will be answered casually.
2. The habit of placing a portion or position of women as the second citizen, konco wingking, swarga katut, neraka nunut, so women have no existence of self, afraid to ask all things related to health concerning him and his children especially his daughter.
3. The view on women which is the inheritance of our ancestors namely women as wingking conco, swarga katut neraka nunut so women are not need education, women are not educated enough, so dare not ask all things related to health.
4. Kindship system that embraces patriarchy principle, so women must obey to man
5. Assumption that women do not need high school so that women have a habit and behavior to accept what is happening and apply in the community.

With regard to female circumcision, the relevant constitutional rights are:

1. Right to live and sustain life and life
2. Right to survive, grow and develop
3. Right to develop themselves through the fulfillment of basic needs, get education and benefit from science and technology, art and culture
4. Right to communicate and obtain information to develop personal and social environment
5. Right to get education
6. Right to freely choose education and teaching, work, shelter
7. Right to express thoughts and attitudes according to the conscience
8. Right to search, obtain, own, store, process and convey information by using any available channel types.
9. Not to be enslaved
10. Right to live a well-born and inner prosperity
11. Right to get a good and healthy living environment
12. Right to obtain health services



13. The right to security and protection from the threat of fear to do or not to do something that is a human right
14. Right for torture free or degrading treatment of human dignity
15. Right to be free from discriminatory treatment on any basis
16. Right for ease and special treatment to obtain equal opportunities and benefits to achieve equality and fairness
17. Right over personal protection, family, honor, dignity and property under his control
18. Right to be protected against discriminatory treatment
19. Right to protection from violence and discrimination

VIII. Recommendation

It is necessary to observe the provisions on female circumcision because it essentially contained a wrong perspective about sex for women. Also the risk of circumcision is not taken into account. Actually in the conduct of female circumcision while not cutting the genitals of women, but the treatment of circumcision needs informed consent to provide protection for those who perform circumcision as well as for circumcised parties and their families.

The child's rights have been recognized since the womb. This is reinforced in family law in Burgerlijk Wetboek which is still used in Indonesia. This is what needs to be understood so that the newborn daughter is respected and recognized as a human being, recognized as a legal subject.

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A Study of Problems and Obstacles in Learning Japanese Language of Undergraduate Students in Private University

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Abstract

The purposes of this research were 1) To investigate problems and obstacles in learning Japanese language of undergraduate students in private university 2) to compare problems and obstacles in learning Japanese language of the students according to gender, faculty and academic year, and 3) to compile opinions and suggestions of the student.

The samples were 200 undergraduate students at Thai-Nichi Institute of Technology during first semester of 2017 academic year which derived through simple random sampling technique. The instruments used in this study were a questionnaire. The data were statistically analyzed by mean scores, standard deviation, percentage and t-test and F-test.

The results were as follows;

1. TNI students had problems and obstacles in learning Japanese language at a moderate level.
2. TNI students with different genders had no differences at 0.05 level in total and in each aspect.
3. TNI students with different academic years had no statistically significant differences at 0.05 level in total and each aspect.
4. TNI students with different faculties had statistically significant differences in total at 0.05 level. When considered in each aspect, it was found out that there were statistically significant differences at 0.05 level in problems in reading skills.
5. TNI students had supplemental suggestions as following; TNI should have more courses focused on Japanese for Specific Purposes such as Writing or Reading in Japanese; Teaching materials should be varieties such as comic, movie and song; and Presentation in Japanese should be arranged in every class.

Keywords: Problems and Obstacles, Learning Japanese

1. Introduction

Language is a very significant means of communication as it is very difficult to think of a society without language. It improves people's thoughts which guides and controls their total activity. In other words, it is a transporter of civilization and culture (Lucas, 1984).

Currently, technology, information and knowledge explosion have controlled to the increase of teaching and learning Japanese as a second language. Teaching and learning Japanese in different countries have been faced with some problems. Japanese has been taught in university in Thailand since many years ago. Although the students spend a long time in Japanese language classes, they do not achieve language skills in a desirable level and they are not able to say some Japanese sentences (Horwitz, 1991).

In addition to (Mitchell and Myles, 1998), it is stated that teachers and students have lost their time and costs and most learners have not used their valuable life in learning Japanese and as a result it has had opposing effects on people's lives. So it can be believed that Japanese teaching has a pretty aspect and it has no academic significances. According to many studies about the problems of Japanese teaching and learning It was found that there were basic Japanese skills in learning such as listening, speaking, reading writing. In cases where Japanese is taught as a second language, there is no opportunity to use the skills in the classroom due to lacking of Japanese native speakers in the classroom.

In conclusion, Japanese language will be considered as an important subject. College of General Education and Languages focuses on teaching Japanese language to all students from three faculties such as Faculty of Engineering, Faculty of Information of technology, Faculty of Business Administration. According to Japanese instruction, it is found that there are not research about studying of problems and obstacles in Japanese classes. Therefore, researcher study

Research Purpose

1. To investigate problems and obstacles in learning Japanese language of undergraduate students in private university.
2. To compare problems and obstacles in learning Japanese language of the students according to gender, faculty and academic year; and
3. To compile opinions and suggestions of the student.

2. Methodology

Population and samples

Population of this study was 500 TNI students in the first semester of 2017 academic year.

Samples in this study were 200 TNI students in the first semester of 2017 academic year derived through simple random sampling technique.

Instrumentation

The instrument used in this study is a questionnaire. The questionnaire was constructed by the researcher, based on problems and obstacles in learning Japanese language of undergraduate students in private university.

Data collection

Problems and obstacles in learning Japanese language were accessed through the questionnaire in the first semester of 2017 academic year.

Data Analysis

Data analysis from questionnaire both single item and whole questionnaire which presented in a form of rating scale. These rating scales were calculated to find out mean and standard deviation and then translated based on criteria developed by Best (1987) as follows:

1.00 $\leq \bar{x} < 1.50$ refers to the lowest problems and obstacles

1.51 $\leq \bar{x} < 2.50$ refers to the low problems and obstacles

2.51 $\leq \bar{x} < 3.50$ refers to moderate problems and obstacles

3.51 $\leq \bar{x} < 4.50$ refers to high problems and obstacles

4.51 $\leq \bar{x} < 5.00$ refers to highest problems and obstacles

3. Results

Results of Data Analysis

Phase 1 The results of demographic variable of TNI undergraduate students

The analysis of the data from the students' questionnaire reported by TNI undergraduate students in the 2017 academic year is presented in the 2 section deals with the demographic variables from the students' responses to Part 1 of the questionnaire: genders, academic years and faculties as following table.

Table 1: Table of the results of demographic data of respondents

Demographic data of respondents	n=200	Percentage
1. Genders		
1.1 Male	107	53.2
1.2 Female	93	46.8
Total	200	100
2. Academic Years		
1st Year	0	0
2nd Year	59	29.4
3rd Year	75	37.8
4th Year	66	32.8
Total	200	100
3. Faculties		
Engineering	23	11.9
Information Technology	60	29.9
Business Administration	116	57.7
Total	200	100

Table showed that percentages of TNI undergraduate respondents in genders ranged from 53.2% for male and 46.8% for female; in academic years ranged from 29.4% for 2nd year, 37.8% for 3rd year and 32.8% for 4th year; in faculties ranged from 11.9% for Engineering, 29.7% for Information Technology, 57.7% for Business Administration.

Phase 2 problems and obstacles in learning Japanese language

Table 2: Table of mean and standard deviation of problems and obstacles in learning Japanese language in total and each aspect

Components	\bar{x}	S.D.	Level
1.Problems in listening skills	2.72	0.84	Moderate
2.Problems in speaking skills	2.99	0.90	Moderate
3.Problems in reading skills	3.00	0.91	Moderate
4.Problems in writing skills	3.17	0.95	Moderate
5. Obstacles	2.70	0.84	Moderate
Total	2.91	0.72	Moderate

The table above indicated that TNI students had a moderate level of problems and obstacles in learning Japanese language in overall ($\bar{x}=2.91$). When considered in each aspect, it was found that the students had a high level of Writing skills, Reading skills, Speaking skills, Listening skills and Obstacles ($\bar{x}=3.17$, $\bar{x}=3.00$, $\bar{x}=2.99$, $\bar{x}=2.72$ and $\bar{x}=2.70$) respectively.

Phase 3 The results of the comparison of problems and obstacles in learning Japanese language according to genders, academic years, and faculties

Table 3: Table of mean and standard deviation of problems and obstacles in learning Japanese language according to genders

Components	Male (M) n=107		Female (F) n=93		t	p
	\bar{x}	S.D.	\bar{x}	S.D.		
1.Problems in listening skills	2.78	.72	2.65	.89	1.04	.10
2. Problems in speaking skills	3.04	.86	2.94	.94	.78	.12
3 .Problems in reading skills	2.95	.91	3.07	.92	-.95	.69
4. Problems in writing skills	3.16	.95	3.18	.96	-.16	.82
5. Obstacles	2.76	.80	2.63	.89	1.08	.18
Total	2.94	.70	2.88	.76	.52	.23

TNI students with different genders had no differences in total. When considered in each aspect, it was found out that there was no difference.

Table 4: Table of comparison of problems and obstacles in learning Japanese language according to academic years

Components	SS	df	MS	F	p
1.Problems in listening skills					
Between groups	1.633	2	.816	1.154	.318
Within groups	139.368	197	.707		
Total	141.000	199			
2. Problems in speaking skills					
Between groups	.916	2	.458	.562	.571
Within groups	160.377	197	.814		
Total	161.293	199			
3 .Problems in reading skills					
Between groups	3.435	2	1.718	2.058	.130
Within groups	164.428	197	.835		
Total	167.864	199			
4. Problems in writing skills					
Between groups	4.615	2	2.307	2.553	.080
Within groups	178.020	197	.904		
Total	182.635	199			
5. Obstacles					
Between groups	4.201	2	2.100	2.987	.053
Within groups	138.519	197	.703		
Total	142.720	199			
Total					
Between groups	1.141	2	.570	1.073	.344
Within groups	104.726	197	.532		
Total	105.866	199			

* Statistical significance at 0.05 level

The table showed that TNI students with different academic years had no statistically significant differences at 0.05 level in total and each aspect.

Table 5: Table of comparison of problems and obstacles in learning Japanese language according to faculties

Components	SS	df	MS	F	p
1.Problems in listening skills					
Between groups	1.32	3	.443	.621	.602
Within groups	139.67	196	.713		
Total	141.00	199			
2.Problems in speaking skills					
Between groups	5.66	3	1.88	2.37	.071
Within groups	155.6	196	.794		
Total	161.29	199			
3.Problems in reading skills					
Between groups	7.40	3	2.46	3.01	.031*
Within groups	160.46	196	.819		
Total	167.86	199			
4.Problems in writing skills					
Between groups	6.59	3	2.19	2.44	.065
Within groups	176.04	196	.898		
Total	182.63	199			
5.Obstacles					
Between groups	4.02	3	1.34	1.894	.132
Within groups	138.69	196	.708		
Total	142.72	199			
Total					
Between groups	3.94	3	1.31	2.527	.059
Within groups	101.92	196	.520		
Total	105.86	199			

The table showed that students with different faculties had statistically significant differences in total at 0.05 level in total. When considered in each aspect, it was found out that there were statistically significant differences at 0.05 level in problems in reading skills. For the rest, it was found that there were no statistically significant differences at 0.05 level.

Phase 4 The results of opinions and suggestions strategies of Thai-Nichi Institute of Technology students

TNI students had supplemental suggestions as following:

1. TNI should have more courses focused on Japanese for Specific Purposes such as Writing or Reading in Japanese.
2. Teaching materials should be varieties such as comic, movie and song.
3. I need more Japanese environment. This can be in a form of announcement in Japanese or Japanese club.
4. Expression in Japanese should be taught more.
5. Presentation in Japanese should be arranged in every class.

4. Conclusions

According to the study and data analysis, the results of this study were concluded as follows:

1. The percentages of TNI undergraduate respondents in genders ranged from 53.2% for male and 46.8% for female; in academic years ranged from 29.4% for 2nd year, 37.8% for 3rd year and 32.8% for 4th year; in faculties ranged from 11.9% for Engineering, 29.7% for Information Technology, 57.7% for Business Administration.
2. TNI students had a moderate level of problems and obstacles in learning Japanese language in overall ($\bar{x}=2.91$). When considered in each aspect, it was found that the students had a high level of Writing skills, Reading skills , Speaking skills , Listening skills and Obstacles ($\bar{x}=3.17$, $\bar{x}=3.00$, $\bar{x}=2.99$, $\bar{x}=2.72$ and $\bar{x}=2.70$) respectively.
3. TNI students with different genders had no differences in total. When considered in each aspect, it was found out that there was no difference.

4. TNI students with different academic years had no statistically significant differences at 0.05 level in total and each aspect.
5. TNI students with different faculties had statistically significant differences in total at 0.05 level in total. When considered in each aspect, it was found out that there were statistically significant differences at 0.05 level in problems in reading skills.
6. TNI students had supplemental suggestions as following:
 - 6.1 TNI should have more courses focused on Japanese for Specific Purposes such as Writing or Reading in Japanese.
 - 6.2 Teaching materials should be varieties such as comic, movie and song.
 - 6.3 I need more Japanese environment. This can be in a form of announcement in Japanese or Japanese club.
 - 6.4 Expression in Japanese should be taught more.
 - 6.5 Presentation in Japanese should be arranged in every class.

5. Discussions

According to results, it showed that TNI students had a moderate level of problems and obstacles in learning Japanese. It might be because TNI students had problems in learning language about linguistic problems, sociocultural in second language learning, barriers in intercultural communication and learning strategies which related the notion of Mitchell and Myles (1998) who advocated that language problems are based on a number of variables including the following aspects; linguistic problems, sociocultural on second language learning, barriers to intercultural communication, learning strategies, and differences in educational systems and backgrounds.

Moreover, communication anxiety is very important to be obstacles in learning Japanese because TNI students focus of communication in Japanese in second language learning which related to the concept of Daly (1991) who stipulated that communication anxiety is a significant affectivity role in second language learning. In addition, the communication apprehension and problems encountered with oral communication in second language classrooms. Therefore, fear or anxiety is the obstacle of communication. There are not only the communication apprehension problems, but also writing apprehension and listening comprehension problems related to the foreign language learning.



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Needs of Massive Open Online Courses (MOOCs):

A Case of Business Japanese Students

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Abstract

The purposes of this research were: 1) to investigate the needs of Massive Open Online Courses (MOOCs) in business students; and 2) to study supplemental opinions and suggestions. Research samples were 60 Business Japanese students from the faculty of Business Administration, Thai-Nichi Institute of Technology, Bangkok, Thailand. The instrument used for data gathering was 10 ethnographic interview questions. The data was analyzed by frequency, percentage and content analysis.

The research findings were presented that teachers are required to adopt a traditional teaching system with the integration of modern teaching techniques for the students' highest achievement. However, poor Internet connectivity was the highest concern as impeded factor.

Keywords: Massive Open Online Courses (MOOCs), EFL Classroom



1. Introduction

Massive Open Online Course (MOOC) is a technology which provides educational courses via online to a massive crowd for free of charge or at an affordable cost. It is open to any interest student and commonly offered via a web based platform. There are two types of MOOCs – cMOOCs and xMOOCs. Commonly, xMOOC consist of short video lectures, quizzes, self-graded/ peer graded assignments and forum to facilitate the communications and collaborations. Typically this kind of a course expands 4-8 weeks and could be taken on scheduled dates or self-phased. In 2012, many MOOC platforms emerged and therefore it was stated the “Year of MOOC” by the New York Times (Pappano, 2012). It was emerged with a promising future for the higher education and some researchers even stated it will be the next disruption in the online education (Skiba, 2012).

In the meantime, real world situation which is moving from industrial sociality to information society demanding for the students to be equipped with the 21st century skills. The common skills identified by various states or non for profit organizations are creative thinking/ imagination skills, critical thinking skills, problem solving skills/ communication skills and collaboration skills with working in teams. Education institutions are attempting and even obligated by the state authorities to provide student the educational skills which meets the challenges in the 21st century. Among many organizations, the partnership for 21st century skills argues that the traditional high school curriculum does not include those aspects which are required for success in a career or postsecondary education in the 21st century, and that there has been little or no consideration of such aspects in measuring the results that are essential to graduate students today (Larson & Miller (2011). This might be implied that traditional metrics such as attendance, graduation, and college matriculation are no longer sufficient indicators of student achievement after graduation. Thus, higher education must be designed, organized, and managed with a relentless focus on the results that matter in the 21st century.

In recent years, MOOCs has been attracted millions of learners around the world, through various MOOC providers such as edX, Coursera, and Udacity. MOOC facilitates millions of learners to enroll courses form reputed universities around the world such as Harvard University, Stanford University, Massachusetts Institute of Technology (MIT), University California at Berkeley (UCB) etc. In this study, therefore, aimed on investigating the needs of MOOCs based on business students at TNI in order to generate the needs factors of MOOC courses to support teaching-learning approach in the future.

2. Method

Population and Samples

Population of this study were 593 Business Japanese students in the first semester of 2017 academic year at Thai-Nichi Institute of Technology.

Samples in this study were 60 Business Japanese students in the first semester of 2017 academic year derived through simple random sampling technique.

Instrumentation

This study employed ethnographic research. This method is defined by Moll & Greenberg (1990) as “funds of knowledge”. This means to identify significant categories of human experience up close and personal. Ethnography enhances and widens top down views and enriches the inquiry process, taps both bottom-up insights and perspectives of powerful policy-makers “at the top,” and generates new analytic insights by engaging in interactive, team exploration of often subtle arenas of human difference and similarity.

Data collection

The research design was categorized into three phases as follows.

Phase 1) Collection of site documents and associated materials

Phase 1) Ethnographic interview with 60 business students

Phase 3) Analysis and synthesis of data derived from the interview

Data Analysis

The statistics used for analysing the data were frequency, percentage and content analysis.

3. Results

Phase 1: The results of demographic data

The analysis of the data from the students’ questionnaire was presented in the first section deals with the demographic variables from the students’ responses to Part 1 of the questionnaire in the following table.

Table 1: Table of the results of demographic data of respondents

Demographic data of respondents	n=60	Percentage
Gender		
1.1 Male	19	31.70
1.2 Female	41	68.30
Total	60	100
Academic Year		
2.1 1 st Year	10	16.70
2.2 2 nd Year	13	21.70
2.3 3 rd Year	13	21.70
2.4 4 th Year	24	40.00
Total	60	100

Demographic data of respondents	n=60	Percentage
Level of GPAX		
3.1 1.01-2.00	8	13.30
3.2 2.01-3.00	27	45.00
3.3 3.01-4.00	25	41.70
Total	60	100

The table showed that percentages of Business Japanese students in gender ranged from 31.70% for male students and 68.30% for female students. For academic year, the highest number was from the 4th year students, followed by the 2nd year students, the 3rd year students and the 1st year students (40.00%, 21.70%, 21.70% and 16.70% respectively). For level of GPAX, the highest level was from 2.01-3.00, followed by 3.01-4.00, and 1.01-2.00 (45.00%, 41.70%, and 13.30% respectively).

Phase 2: Needs of Massive Open Online Courses (MOOCs) on Business Japanese Students

There were 10 questions constructed from the framework of Massive Open Online Courses. The findings were illustrated as follows:

Question 1 *What is your motivation to learn on MOOCs?*

The majority of the students stated that MOOCs were useful and helpful in a long term as the students were able to gain knowledge on their own. Some of the students believed that MOOCs enabled them to increase the knowledge that they could not learn in the class room. However, the minority of the students contended that to study with the teachers was the best way.

Question 2 *What are your current course needs?*

The students' answers were diverse. The majority of the participants requested on the courses of English and Japanese conversation as these courses enhanced them to achieve in learning at TNI. Some of the participants indicated that business knowledge were highly needs. Some required the courses on Japanese Language Proficiency Test (JLPT) Preparation and TOEIC Preparation because all third year TNI students have to take these kinds of tests before taking Cooperative Education. Some highlighted that History, Industrial sector and Translation Courses were significant. Few students mentioned that they needed knowledge of other languages such as German, Chinese and Spanish. Few students, however, believed that Singing, Fashion, Drawing and Comic/Illustration Design were interesting to learn.

Question 3 *What are your professional course needs?*

The highest number of the students on professional course answered that they needed Presentation skills and English and Japanese languages for career. Then, it was followed by Translation and Interpretation skills. Fewer students indicated they needed to learn business contexts such as Human Resource, Stock Exchange and Investment. The rests were Illustration Design and psychology.

Question 4 *What kind of the MOOCs pattern that attracts you most?*

The majority of the students needed Talk Show because most of them thought that this style was not boring. Some students noted that Animation would support their interest. Role Play and Lecture gained the same amount of the students' answers. For the Role Play, the students were able to see the situations set from the real circumstances and language use. For Lecture, some students commented that they were familiar with this style of teaching. Few students needed the story telling, this style was less formal when comparing with other styles, so the students could get the knowledge paralleled with entertainment.

Question 5 *How can MOOCs apply with a traditional classroom?*

The majority of the students thought that MOOCs should be created as online lessons to support a normal classroom. Therefore, they were able to repeat the lessons by themselves anytime. This also could help them review the lessons to be more understanding. Some students requested online assignment to re-check the knowledge they gained from a normal classroom. However, few students contended that the content of MOOCs should not relate with the content in a normal classroom.

Question 6 *How can MOOCs facilitate on language learning?*

The majority of the students advocated that MOOCs should facilitate on their speaking skills when they learned languages. Also, MOOCs could uplift their understanding on how to use languages effectively. Some students believed that they could practice their language repeatedly through MOOCs. Few students noted that MOOCs could help them practice varieties of vocabulary.

Question 7 *According to the following lists, which do you prefer most? Why?*

The majority of the students preferred to pay for the courses and receive a certificate. They highlighted that this would be the best way to motivate the students to take to courses. Moreover, they were able to use this certificate when they applied for a job. Some students requested the free courses because they could took a wide range of lessons without payment. Some preferred to pay and get credits so they did not need to come for the class. The minority of the students stated as follows: free course plus certificate and discount for TNI students.

Question 8 *In the future, do you think MOOCs can replace a traditional classroom?*

The majority of the students could not replace a normal classroom as they required the interaction from teachers and friends. The students, moreover, was trained to be discipline, punctual and responsible. Half of the students answered that a normal classroom could be replaced by MOOCs because the students could learn by themselves anywhere and anytime. Few students, however, opposed that mixing between a normal classroom and MOOCs were the best way to get the knowledge.



Question 9 *What is the best way to evaluate your knowledge after learning on MOOCs?*

Although MOOCs were the online courses, the results of interview revealed that the paper test was the most suitable method to evaluate the students' knowledge. According to the students' point of view, the paper test was more reliable than the online test.

Question 10 *What are factors that impede you from learning on MOOCs?*

The speed of the internet was the highest concern factor from the students. The problem of internet accessibility would result on the stability of learning through MOOCs. Furthermore, the students' responsibility was one of the vital issues because they could distract from the courses easily by social networking or laziness.

4. Discussion and Conclusion

Recently, Technological innovation is playing a significant role on human lives. The challenge for higher educational system, therefore, is to learn from these innovations and to incorporate what is new and helpful. This means the teachers are required to adopt a traditional teaching system with the integration of modern teaching techniques for the students' highest achievement. Massive Open Online Courses, hence, are a recent trend in education.

The findings of this study were foundation information for creating MOOCs for TNI students to suit with their needs and requirements. The ultimate goals of this research were to generate the knowledge both inside and outside classroom through a new type of learning platform.

Other related problems such as poor Internet connectivity, lack of knowledge about MOOCs, and level of learning potential are considered in this study. The role of MOOCs cannot be neglected in the future, especially their potential to reach millions of learners around the world. It is important to analyze the effectiveness from learners than providers' perspective. MOOCs must focus on attracting more students by providing better tools for learning rather than simply as repositories of high-quality multimedia materials online, then only the effort of MOOCs providers will be fruitful.

In Anderson et al. (2014), researchers identified five styles of engagement in MOOC: Viewers, Solvers, All-rounders, Collectors, and Bystanders. Irrespective of all these high-quality course materials available freely to students through MOOC, a number of negative trends are growing among learners.

1) Learners are increasingly focusing on collecting and storing materials as much they can without using it.

2) Learners are not guided properly to identify how many materials are needed, useful, and required at their level to complete the course successfully.

3) Learners are increasingly interested in audio, video, and Power-Point (PPT) materials than simply textbook (or text) materials.

4) The face-to-face meeting with fellow-learners and problem solving chances along other peers are diminishing, as most of them depend on discussion forums for asking and answering questions.

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