

ISBN 978-602-5566-50-9

UNEDITED VOLUME



ELT in Asia in the Digital Era: Global Citizenship and Identity

Proceedings of the 15th Asia TEFL and 64th TEFLIN
International Conference on English Language Teaching,
Yogyakarta, Indonesia, 13-15 July 2017



ELT in Asia in the Digital Era: Global Citizenship and Identity

PROCEEDINGS OF THE 15TH ASIA TEFL AND 64TH TEFLIN
INTERNATIONAL CONFERENCE ON ENGLISH LANGUAGE
TEACHING, YOGYAKARTA, INDONESIA, 13-15 JULY 2017

Unedited Volume

*Jointly Organized by
Teaching English as a Foreign Language in Asia (AsiaTEFL),
The Association for the Teaching of English as a Foreign Language in Indonesia
(TEFLIN), and
English Language Education Department, Yogyakarta State University, Indonesia*

ISBN 978-602-5566-50-9

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2018



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PREFACE

This publication presents the Unedited Proceedings of the 15th Asia TEFL and 64th TEFLIN International Conference held in Yogyakarta, Indonesia from 13-15 July 2017. The theme of this conference reads “*ELT in Asia in the Digital Era: Global Citizenship and Identity*” from which the following subthemes have been derived: English Language Teaching and Learning Developments – What Do They Mean in Different Contexts with Different Paradigms? (Subtheme 1); Exploring the Relationship Between the Knowledge-Based Era and TEFL Development (Subtheme 2); Exploring and Understanding Today’s Demands for Foreign Languages: Going Beyond English Language Competencies (Subtheme 3); Transforming TEFL in fully digital world (Subtheme 4). Twenty-three (23) papers (32.86%) are classified into Subtheme 1, seven (7) papers (10%) belong to Subtheme 2, fifteen (15) papers (21.43%) are categorized as Subtheme 3, and twenty-five (25) papers (35.71%) are listed in Subtheme 4. The total number of papers in this volume is 70.

The papers are intended to support the achievement of the aim of the conference. This conference was designed to provide a forum for EFL teaching and learning researchers, policy makers and practitioners to assemble in the spirit of “learning and growing together” to: (a) engage in an informed, critical and insightful dialogue about enhancing learning for all students in all settings in all countries, a dialogue about what works, how it works, what it takes to make things work, and how to develop thereon a new understanding of the nature of EFL teaching and learning; (b) strengthen national and international EFL education networks to promote powerful research in TEFL effectiveness, improvement, and innovation and to engage EFL learning and teaching researchers, policy makers, and practitioners in ongoing conversations about the interpretation and the application of research in practice; and (c) critically examine the strengths and weaknesses of different theoretical paradigms of language learning and to explore how different conceptions frame and influence the whole business of TEFL, especially in a global, knowledge-based, technologically wired context.

Part I presents 23 papers talking, among others, about the teaching of English language skills, the use of various techniques, curriculum development, teacher development, and corpus-based research. Part II presents 7 papers highlighting, among others, about academic reading, creative writing, ELT in tertiary level, and learners’ interest. Part III presents 15 papers discussing, among others, innovations

in the teaching of English language skills, materials development, and bilingual education. Part IV presents 25 papers that stress current innovations in utilizing technology to enhance English language teaching.

This Unedited Proceedings of the 15th Asia TEFL and 64th TEFLIN International Conference will hopefully facilitate the sharing of knowledge between the writers and the readers for purposes of developing the teaching of English as a foreign language in this digital era.

Suwarsih Madya (Yogyakarta State University)

Chair, Conference Organizing Committee

ACKNOWLEDGEMENT

Agus Widyantoro, *Yogyakarta State University, Indonesia*
Ali Saukah, *Universitas Negeri Malang, Indonesia*
Andy Bayu Nugroho, *Yogyakarta State University, Indonesia*
Andy Kirkpatrick, *Griffith University, Australia*
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A SOCIO-COGNITIVE MODEL TO THE TEACHING OF READING: A CASE OF INDONESIAN EFL TEACHERS

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Abstract: Socio-cognitive theory of learning views that students' cognitive development is mostly influenced by social meaningful interaction in the classroom. Applied in the teaching of reading, this perspective might take the forms of scaffolding and ZPD. This research was aimed at describing how the teachers of Islamic Senior High Schools teach reading and identifying the problems observed in the teaching of reading. In this explorative case study, document analysis, in-depth interviews, participant classroom observation, and focus group discussion were used as data collection techniques. Five experienced English teachers from Islamic Senior High Schools participated in this study. The research finding shows that the teachers utilized scaffolding in the form of teaching steps of scientific approach and instructional media. The steps included observing, questioning, experimenting, associating and communicating. Instructional media used were pictures and video. It is proven that scaffolding was applied in teaching reading. The teachers, however, did not understand the concept of it and its implementation. Scientific approach is less appropriate for the teaching of English, especially reading. A socio-cognitive model to the teaching of reading is recommended.

INTRODUCTION

Background

Reading has been widely acknowledged as one of the most important fundamental skills the students must acquire. It is a vital skill not only for finding jobs, getting academic success, gaining knowledge, but also acquiring all aspects of life skills. However, in Indonesia, English language learning, especially in reading skills, becomes a big problem for most

students of Islamic Senior High Schools because most of them find it difficult to comprehend reading texts which brings about the low scores in English. The phenomenon can be seen from the result of national examination (NE) in the academic year 2016 showing that the average of students' scores in English were 51.18 for Natural Science and 46.74 for Social Science programs (Nasution, 2016). These scores were below the minimum requirement standard designated by the government.

One of the factors influencing students' difficulty in comprehending English texts is the utilization of teaching method or strategy. Teachers, therefore, are supposed to deploy an appropriate teaching method or strategy to scaffold students to construct meaning (Jalilvand, 2014). Reading comprehension strategies or methods can provide students with comprehension processes, give them a vehicle with which they can express their thinking and monitor their thoughts. Readers who know what methods and strategies are, and how and when to use them, are strategic readers (Jalilvand, 2014). Thus, the competent reader is a strategic reader. In socio-cognitive perspective, it can be facilitated through the utilization of scaffolding in the Zone of Proximal Development (ZPD) to support learners to develop understanding in their learning of reading comprehension.

Socio-cognitive Model to the Teaching of Reading

The socio-cognitive theory of Vygotsky views that learning is a socially situated activity and what a learner at first can accomplish is only in a social setting. She or he will eventually be able to do everything independently (Malik, 2017). The learners study not as isolated individuals, but they are as active members of society. What they learn and how they make sense of knowledge depend on where and when they do, such as in what social context they are learning (Antonacci, 2015; Bassiri, 2012). The learning view as a collaborative process (not in isolation) was firstly defined by Wood, Bruner and Ross (1976) who coined the term scaffolding. As a practical concept within socio-cognitive theory, scaffolding has been used as a teaching tool in the development of learners' knowledge. However, scaffolding has been interpreted, modeled, and featured differently. There is no single meaning of scaffolding. Recent studies (Bassiri, 2012; Safadi and Rababah, 2012; Pishghadam and Ghardiri, 2011; McKenzie, 2011) have implemented scaffolding for the teaching of reading by providing types of assistance and creating the conditions where meaningful learning is established through an appropriate reading strategy, where students are fostered to elaborate or generate activities such as self questioning, semantic mapping, summary writing, monitor learning, and construct meaning from a text. Such strategies are considered very effective in reading comprehension. Being provided with appropriate scaffolds, students can reach a goal or engage in various practices or tasks that are beyond their reach (ZPD). Applied in the teaching, scaffolding enables the students

receive support and assistance to successfully perform certain tasks and move to ZPD. Scaffolding is therefore, an effective model for teaching reading and such model will influence the development of higher functions and skills beyond the confines of the learners.

In teaching reading, however, there are not many teachers utilizing scaffolding to enhance students' text comprehension. The purposes of the study were (1) to describe and analyze how the teachers of MA teach reading in the classroom and (2) to identify the problems observed in the teaching of reading.

RESEARCH METHOD

Design

The current study employed a case study aimed at describing how the teachers of Islamic Senior High Schools teach reading in the classroom and identifying the problems observed in the teaching of reading.

The Research Setting and Participant

This study was conducted at MA, Islamic Senior High Schools in Central Java, Indonesia. Five experienced English teachers (four females and one male) participated in this study. They represented the English teacher association (ETA) of different residencies. They were considered experienced and senior English teachers for some cases, namely that they have: (1) occupied the position or rank of *Guru Pembina* with English teaching experience for more than 15 years, (2) passed the test of professional teachers and got the certificate, (3) became the board member of ETA, and (4) got certificate of the revised 2013 curriculum workshop.

Data Collection

The data resources in this study included informants, events, and artifacts. The informants were the five experienced English teachers from different MA in different residencies in Central Java. They were selected based on the considerations that they were the ETA board members, skilled teachers, and able to give information needed for the research. Events were teachers' activities in the process of teaching reading in the classroom. Artifacts referred to the teachers' documents used in teaching reading in the classroom, namely: teaching lesson plan, teaching materials and teaching media.

The first procedure in collecting data was firstly analyzing the teaching documents, consisting of teaching lesson plans, teaching materials, and teaching media. It was done to see whether socio-cognitive aspects were implemented in the teaching. Then, the participants were interviewed based on the interview guide dealing with the components and aspects in teaching reading. The interview was also intended to know what aspects of socio-cognitive were implemented. Next, participant classroom observation was

done in turns to the five English teachers teaching reading in the classroom. It was done to capture how the teachers teach reading in the classroom based on the aspects of socio-cognitive theory written on the observation sheets. The researcher took photographs of the events and recorded them by using video-shooting. The last step was doing FGD with all participants. It was performed to discuss and confirm information to get accurate data of the research.

Data Analysis

The data validation techniques used in this study was the technique of triangulation of data, data source, and method. It was done to guarantee the validity and reliability of the final results. The triangulation was done several times until accurate information was gained. The technique of analyzing data was done by using an interactive model (Miles and Huberman, 1994). The interactive model technique included four stages, namely: data collection, data reduction, data display, and conclusion drawing. In this study, the collected data from the observations, and interviews were carefully elaborated. The researcher summarized and chose the main points to construct particular pattern. After that the main points were presented in a brief narration.

RESEARCH FINDING AND DISCUSSION

The research findings and discussion of the study were presented based on the research objectives. They covered (1) the description of how the teachers teach reading in the classrooms and (2) the problems observed in the classrooms.

Research Findings

The Description of Teachers' Practice in Teaching Reading

The result of classroom observations showed that the five English teachers applied the steps of scientific approach (SA) in teaching reading as mandated by the 2013 curriculum. In general, the steps were observing, questioning, experimenting, associating, and communicating. The description of each teacher's activity is as the following.

Teacher 1 (KW)

KW taught reading for two teaching hours at grade X of MA. The topic she chose was Cinderella. It was in the third and fourth periods. Here was the description of what she did in the classroom.

In opening the lesson, KW greeted the students and directly asked the students to prepare the books. She also distributed teaching materials in the form of sheets of papers containing a text entitled Cinderella followed by a list of questions. She explained the teaching objectives. Then she showed and asked students to observe some pictures related to the topics. She asked students to work in pairs discussing whatever they observed in the pictures.

She gave opportunity for students to answer her questions based on the pictures. After the students answered her questions, she explained that they would study a narrative text, entitled Cinderella. Twenty minutes was about to pass, she asked the students to read the text in the distributed sheet. She also asked the students to find the difficult words/expressions. The students just kept silent watching each other. In reacting to the condition KW explained the meaning of new words / expressions. She also explained the social function, generic structure and linguistics feature of the text. The students were passive and two groups of students were discussing different matters. KW kept on explaining the whole content of the text. After that, KW provided the students with discussion session. However, the discussion got stuck. Due to the absence of questions from students, KW asked students to answer the questions for about thirty minutes. KW walked around supervising students. After they finished answering the questions, KW checked the students' answers one by one and corrected it directly. At the end of the lesson, KW gave an assignment to students to do the task in the book but the instruction is not clear and no students asked it.

Teacher 2 (P)

P taught reading for one teaching hour at grade XI of MA. The topic he taught was "Tsunami". It was in at third period. The description of how he taught was as the following.

K greeted the students and checked the students' attendance. He explained that they would learn explanation text. He asked them to get their book out read the topic on page 77. The students were silent and seemed reading the book. After that P asked students to observe the screen of LCD where he showed the structure of passive voice. He explained the pattern of passive voice in different tenses. He explained how to transform active voices into passive voices. After that he asked students to find passive sentences in the text and write them on the whiteboard. There were five sentences the students could find. Then P asked students to work in pairs to answer the questions related to the text. P gave five questions to do, namely: (1) what is the purpose of the text?, (2) what is the main idea of the first paragraph?, (3) why does Tsunami happen?, (4) how many victims are there?, and (5) what do you feel after reading the text?. After that, P asked students to write the answers on the whiteboard and he confirmed the correct answers. All answers are semantically correct but grammatically incorrect. The students tended to write the original statements from the text as what they were. The time passed by very fast and finally P asked students to answer the questions related to Tsunami on the same page.

Teacher 3 (Z)

Z taught reading for one teaching hour at grade XI of MA. The topic was the importance of English. It was in the first period. It was the description of what he did in teaching reading.

In opening the lesson, Z greeted the students and checked the students' attendance. He distributed a piece of teaching material related to the topic. He said that he would explain analytical exposition text. She reminded the students of the communicative purpose of analytical exposition text. He also asked generic structures of the text. The students were noisy because they got one piece of paper consisting of the teaching material for pairs. Z wrote the text sentence by sentence and translating them into Indonesia. The students just listened and did nothing. Having finished explaining the text, Z asked the students to answer the questions. Z directly asked students to answer the questions orally and wrote them on the whiteboard. Z confirmed the answers and the students wrote the correct ones. Z explained the generic structures of the text and gave opportunity to students to ask questions. When the bell rang, Z asked the students to do some task related to the topics in the book. They were asked to submit the work the next day.

Teacher 4 (BWK)

BWK taught reading for one teaching hour at grade X of MA. The topic she chose was Historical Building. It was in the fourth period of the lesson. Here was the description of what he did in the classroom.

In opening the lesson, BWK greeted the students and check their attendance. He explained the objectives and benefits of the lesson. He introduced the topic of the lesson through the video. He linked the pictures on the video to gear the students to learn the topic. To start the activity, he distributed a piece of paper containing a text with some missing words. He asked students to observe the video play, listen the monologue and completing the missing words with those they listened. Having finished the listening activity, he drilled the pronunciation of the missing words. The students were motivated. They were then asked to match the vocabulary with the Indonesian equivalents provided in the tasks. Then, they discussed them together. BWK then asked the students to read the text dealing with Historical building silently. He showed the generic structures and linguistic features of recount text. He also explained how to identify a recount text. The students were asked to read the text and answer the questions in pairs. After they finished doing the task, BWK checked the answer one by one. Most students seemed very happy and enjoyed the lesson. At the final session, BWK summarized the lesson by asking some questions to answer. He also gave homework to do and be submitted on the next day.

Teacher 5 (UM)

UM taught reading for one teaching hour at grade X of MA. The topic was folktale. It was in the second period of the lesson. Here was the description of what she did in the classroom.

In opening the lesson, UM greeted the students and checked the students' attendance. She also distributed teaching materials in the form of sheets of papers containing a text entitled "The Lion and the Mouse"

followed by a list of questions. She explained the teaching objectives. Then, she showed and asked students to observe the video related to the topics. She asked students to work in pairs discussing whatever they observed in the video. She gave opportunity for students to answer her questions based on the video. After the students answered her questions, she explained that they would study a narrative text, entitled “The Lion and the Mouse”. She asked the students to read the text in the distributed sheet. She also asked the students to find the difficult words/expressions. The students worked together. She also explained the social function, generic structure and linguistics feature of the text. The students were active and all groups of students were working together. UM monitored them and see whether they found the difficulty. Then, she asked students to answer the questions. She kept on explaining the whole content of the text by giving questions based on the model. After that, UM provided the students with discussion session to study the texts again and checked the answers. After they finished answering the questions, UM checked the students’ answer one by one and corrected it directly. At the end of the lesson, UM gave an assignment to students to do at home.

Based on the description of the five teachers’ practice in teaching, the teachers’ activities teaching reading using SA can be outlined as the following.

The description of how the five teachers teach reading using SA can be summarized as the following.

Step: Observing

- The teachers showed and asked students to observe some pictures/videos related to the topics.
- The teachers asked students to work in pairs discussing whatever were observed in the pictures or videos

Step: Questioning

- The teachers asked students to answer the questions.
- The teachers checked the students’ answer one by one and corrected it directly

Step: Experimenting

- The teachers asked the students to read the text in the distributed sheet
- The teachers asked the students the difficult words/expressions
- The teachers asked and explained the meaning of new words / expressions.
- The teachers explained the social function, generic structure and linguistics feature of the text.
- The teachers provided the students with discussion session.

Step: Associating

- The teachers summarized the lesson by themselves.
- The teachers gave homework to students

Step: Communicating

- The teachers summarized the lesson by themselves.
- The teachers gave homework to students.

The Problem Observed in the Teaching of Reading

Based on the result of participant observation and in-depth interview, the findings showed that the five teachers found some problems in teaching reading. The problems are as the following.

Teacher 1 (KW) said that: SA is less applicable (difficult to apply in teaching

reading); she needed practical and applicable model of teaching reading appropriate to the characteristics of ELL; there were no relevant course book for students, the students are lack of vocabulary; and the their interest in reading is low.

Teacher 2 (P) said that SA is not relevant to language teaching and he did not

know the best strategies to teach reading. He also found

it difficult to motivate students in reading activity

Teacher 3 (Z) said that SA is difficult to apply for teaching reading. Schools did

not provide adequate media for teaching reading and students' low motivation in reading.

Teacher 4 (BWK) said that English language teaching has its own

characteristics and SA cannot be forced to be applied for English and other subjects. He needed an appropriate model of teaching reading and in line with SA. The students were lack of vocabulary and exercises.

Teacher 5 (UM) said that she needed strategy to be applied in every steps of reading activity.

Discussion

Teachers' Practice in Teaching Reading

In teaching reading, the teachers did the steps of scientific approach (SA) as mandated by the 2013 curriculum. The SA included the steps of observing, questioning, experimenting, associating and communicating. The steps are supposed to be effective assistance for teachers to enhance students' text comprehension in order that they can be competent, autonomous learners. In socio-cognitive theory those steps can be called

scaffolding as what is stated by Bruner that scaffolding refers to the steps taken to reduce the degrees of freedom in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring' (Malik, 2017). Autonomous learners are the ultimate goals and it can be called ZPD. However, the teacher did not understand well the concept of SA and it's difficult to apply it in language teaching. It can be seen from the teaching lesson plans and the practices in the classroom. In teaching reading, therefore, the teachers found some problems because there was no model so that that they only do activities as what the steps explicitly stated in SA.

The steps of SA the teachers implemented can also be classified into three phases of teaching reading, namely: pre-reading covers the steps of observing and questioning, while-reading includes the steps of experimenting and associating, and post-reading includes the step of communicating. The use of the steps in fact are freely done. It is not a must to be in certain orders.

Some results of researches show that scaffolding in teaching reading may take the forms of the phases of pre-reading, while-reading, and post-reading activities (Daftarifard & Virjandi, 2016; Antonacci, 2015; Bassiri, 2012). In the phase of pre-reading, the teachers only do limited activities related to observing and questioning. In fact, they should not only do observing and questioning, they may take many sets of steps in teaching on condition that they can assist students to comprehend text. There are some activities the teachers can do, namely: (1) teaching students how to activate their background knowledge in connection with the topic to be read, (2) explicitly teaching key specialized vocabulary related to the topic, (3) teaching and having students practice how to set a purpose for reading and (4) using an anticipation-reaction guide to help students link new and prior knowledge and activate students' interest and curiosity for the topic, promoting motivation and engagement.

In the phase of while-reading the teachers do experimentation and association activities which were also done in limited activities. The steps actually can include some activities to scaffold the teaching of reading (Daftarifard & Virjandi, 2016; Kendeou, et al, 2016; Antonacci, 2015; Bassiri, 2012). *Firstly*, the teachers explicitly can teach students to ask and answer questions about text. It includes the activities of (1) asking and answering specific types of questions, such as questions whose answers are explicitly stated in the text and those that require students to make inferences based on what they have read, (2) using question generation on its own or as part of multi-strategy instruction, and (3) providing students with strategies to evaluate teacher-generated questions. For example, it is important to know if the answer will be found in the text or if it should be inferred. *Secondly*, the teachers can use graphic organizers which are visual representations that help students identify, organize, and remember

important ideas from what they read. Adapt graphic organizers to text type (e.g., Venn diagram for compare/contrast informational text; story grammar map for literary text). Explicitly teach the use of graphic organizers to represent and discuss connections, confirm or refute predictions, and record important information. Finally, the teachers can explicitly teach comprehension monitoring strategies, or fix-up strategies when comprehension breaks down such as re-reading, asking someone questions about the text, considering relevant background knowledge, and examining the graphics more carefully.

In the phase of post-reading, the teachers did communicating activities which are only performed in certain activities. The result of some researches shows that the phases of post-reading activity actually can include various activities (Daftarifard & Virjandi, 2016; Antonacci, 2015; Bassiri, 2012). The activities are such as: (1) teaching students how to use self-questioning strategies to reflect on what they have read, (2) explicitly teaching students to summarize the main ideas of what they read, (3) teaching students to summarize small amounts of text such as a short paragraph before summarizing longer sections, (4) providing modeling, feedback, and many opportunities to practice summarization rules, and (5) explicitly teaching the use of graphic organizers to summarize the content.

The Problems Observed in the Teaching of Reading

There are some problems observed in the classroom when the teachers of Islamic Senior High Schools teach reading. First, the teachers cannot make appropriate teaching lesson plans using SA. As a result, they made the teaching lesson plans just for fulfilling the administration mandated by the supervisors. The teachers' practices in the classrooms are also different from what they have prepared in the teaching lesson plans. Second, the practice of reading was not closely connected to lesson plans. They find it difficult to follow the steps of SA. Consequently, they teach as what they have done before and combined with SA steps. It makes the teaching have no certain patterns. Third, the teachers cannot optimally explore SA in the teaching of reading because it is not familiar to teach English, especially reading. The 2013 curriculum is a document, and it is in the hand of the teachers that the students can be fostered in learning.

CONCLUSION AND RECOMMENDATION

Based on the result of observation, interview and document analysis, the teachers have applied the socio-cognitive model to the teaching of reading. The socio-cognitive aspects they used were in the form of scientific steps recommended by 2013 curriculum, as a form of scaffolding. However, it was not practiced as what it supposed to be. First, what they prepared in the lesson plans was different from what they practiced in the classroom. The lesson plans tended to be prepared for the sake of fulfilling the

administrations. Second, in practice they focused more on teaching grammar and the generic features of text instead of teaching reading skills. In conclusion SA is less relevant when it is applied in language teaching, especially in teaching reading. It is, therefore, recommended that the teachers apply the socio-cognitive of teaching reading.

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IMPROVING READING COMPREHENSION ACHIEVEMENT ON DESCRIPTIVE TEXT BY USING SCRAPBOOK TO THE JUNIOR HIGH SCHOOL

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Abstract: The objective of the study was to find out whether or not it is effective to improve reading comprehension achievement on descriptive text by using scrapbook to the eighth grade students of SMP Negeri 13 Palembang. In this case they are as a milineals generation, so they need a new way to make the interested things meanwhile in their learning activity. The population was 320 students. The sample was 78 by purposive sampling in two classes, they were VIII.4 and VIII.8 students. The quasi experimental method was used. The data were obtained from the written test in 20 multiple choice questions and 10 in fill in the blank form. Independent sample test was applied. Based on the analysis, it was (1) the mean of experimental group in the post-test was 90 and in the control group was 75 and (2) the result of independent sample test formula was 11.095, this score is higher than the critical value 1.9879. It could be concluded that it is effective using scrapbook in learning reading comprehension of descriptive text because in the result score it is balanced with their achievement in reading comprehension on descriptive text by using scrapbook to the Eighth grade students of SMP Negeri 13 Palembang in the academic years of 2015/2016.

Keyword : scrapbook, reading comprehension, descriptive text.

INTRODUCTION

As defined by *Partnership for Reading* “Reading comprehension is understanding a text that is read, or process of “constructing meaning” from a text.” Comprehension is a “construction process” because it involves all of the elements of the text in the reader’s mind. In fact, some students did not like to read more like story of descriptive text. They think it is very difficult to understand a story because they do not have high skill in reading. They should have good skill to understand about what they read.

Scrapbook method is used in this study because it is very interesting for the students. A *scrapbook* is a book with empty pages on which you can stick things such as pictures or newspaper articles in order to keep them a large scrapbook of press clippings and photographs. www.everything.org.uk/Scrapbook. According to Suyanto (2007) by finding information within the photograph and learning the words to describe what is seen, students can develop their vocabulary and skills in any language. Photographs are used to teach verbs, nouns, adjectives, etc, because of its accessibility. Photographs are ideal medium to promote language skills.(p.75). The current study addresses one issue: “is it effective to use scrapbook in improving reading comprehension achievement on descriptive to the eighth grade students of SMP Negeri 13 Palembang?”

LITERATURE REVIEW

Teaching

Teaching is guiding and facilitating learning, enabling the students to learn, setting conditions for learning by providing a variety of learning experiences to accommodate the various learning styles and learning strategies that exist in the average classroom (Saleh 1997,P.16). Teaching is carried out on the basis of specified learning objectives.

According to Saleh (1997,P.17) Teaching is carried out on the basis or specified learning objectives: (1) specific behavioural objectives which are closely connected with communicative competence. The procedure of teaching reading in general is as follows: (1) Pre-reading Activities: (a) the teacher motivates the students to read and (b) the teacher introduces and explains new words in reading text or passage to the students. (2) Whilst-Activities: the teachers ask the students to read the text or passage. (3) Post-Reading Activities: the teacher asked the students answer the comprehension question.

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Reading Activities: the teacher asked the students answer the comprehension question.

The concept of reading comprehension

Is there any more important goal in reading than comprehension? The whole purpose of learning to read is to understand and learn from text. While phonics and word reading are the beginning building blocks of reading, reading for pleasure and knowledge are the ultimate point. Comprehension is particularly important with English language learners (ELLs). There is considerable research showing that the foundation skills in reading are acquired by English language learners, but there is often a breakdown with reading comprehension. This breakdown may be attributed to many reasons, including failure to understand word meanings; inadequate background knowledge; lack of interest in text; or disconnect between instruction, text, and learner. All of these can be considered when providing reading comprehension instruction for English language learners. As you read about reading comprehension with English language learners, remember that books need readers who want to read them. Help English language learners enjoy reading more, and you will do much to improve their reading comprehension. Following are some guidelines for selecting reading materials for English language learners.

Larson (1984) Comprehension instruction for English language learners is a complex, active process of constructing meaning from text and involves knowing how to read words accurately and automatically, accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. Reading comprehension is not a skill that can be learned through rote instruction (p.188).

Concept of Descriptive Text

Descriptive text is often used to describe what a person looks and acts like. According to Larson (1984), a descriptive paragraph explains how someone or something looks or feels. A descriptive paragraph here is a descriptive text, text which lists the characteristics of something (p.25). According to oxford learner dictionary (1995) descriptive or description is statement of somebody or something like. Descriptive text shows what a person, place or a thing is like. The purpose of descriptive writing, make the reader understand what the person, things look like without see the picture or photograph. Descriptive text usually also used to help reporter of the research develops an aspect of their work, to create a particular mood, atmosphere or describe a place. So, the reader can create vivid pictures of characters, places, objects, etc. Descriptive text is giving the clearly details of something or someone.

According to Larson (1984) defines the schematic structures of descriptive text are identification and description. Identification means what

things that the reporter of the research is going to explain generally for the first time. Description contains the description in detail of things that being described. It will be in physically, characteristics or the other form of social context for describing person. Meanwhile, in describing thing the description can be for its function, quality or parts. In addition, the characteristics of descriptive text based on the linguistic features are:

1. Using specific noun, such as; teacher, house, house, car, family, and etc;
2. Using simple present tense;
3. Using detailed noun phrase to give information about the subject;

The concept of scrapbook

A *scrapbook* is a book with empty pages on which you can stick things such as pictures or newspaper articles in order to keep them....a large scrapbook of press clippings and photographs. www.everything.org.uk/Scrapbook. A book or album of blank pages in which to mount newspaper cuttings, pictures, etc.

The use of scrapbook in teaching reading descriptive text

The students will be easier to read descriptive text by using scrapbook method because scrapbook can be the interesting method to learner. And also scrapbook can be guide their attention as a childrens. In nowadays, reading book is a lazy activity for children. Scrapbook is a book with empty pages on which you can stick things such as pictures or newspaper articles or the photographs in order to keep them. www.everything.org.uk/Scrapbook. Photograph is usually capture important moments in our lives. Further, photographs can help us remember little details about people, places, and events.

METHODOLOGY

Method of Research

The method of this research was quantitative method. Quasi experimental design was applied. It was to find out the effectiveness of using scrapbook to develop reading comprehension achievement.

Population of the study

The population of the study were VIII.4 and VIII.8 students of SMP Negeri 13 Palembang. The population were taken by using purposive non random sampling. And the sample of this study were taken two classes: one class for the experimental group and the other one for the control group. The total was 78 students. The sample was choosen because in classes of VIII.4 and VIII. 8, they had the same teacher while teach them in English study and also the students had similar mean score in that subject.

Instrument

In order to find out what the students' has accomplished during teaching and learning process, the reporter of the research constructed a test. There are some definitions of test. According to Hornby (2010) test is a short examination of knowledge or ability, consisting of questions that must be answered or activities that must be carried out (p.21).

In this study, the test was given twice as pretest and posttest by using the same instruction in order to know whether the students' descriptive text reading ability increased or not. The scrapbook was sa The first test was administrated before the reporter of the research started the experimental teaching. The purpose of constructing pretest was to find out the information of students' ability in reading before the students expose to the experimental teaching. On the other hand, the posttest was administrated at the end of the experiment. It was conducted in order to get the information whether or not the treatment had improved the students' reading skill.

Pretest

The pretest both of the experimental after the researcher doing the treatment by using Scrapbook and control group without using Scrapbook was given this test.

Posttest

The posttest was applied after the researcher doing the treatment by using Scrapbook for experimental group and without using Scrapbook for control group. The researcher was applied that treatment and also effective for the students. Because, nowadays scrapbook is a new method that will be used in the Junior High School.

Validity

According to Arikunto (2013) Validity refers to the extent to which an instrument gave us the information we want. The researcher estimated the content of validity of test. The reporter of the research devised the test item in accordance with the objectives (p.3).

Test Specification tables

Objectives	Content of Test	Indicators	Total Items	Type of test
To measure the students reading comprehension	Descriptive Scrapbook about Popular Person.	The students are able to choose the true answer of multiple choices based on the descriptive paragraph.	20	Multiple choice questions
		The students are able to fill answer in the blank of	10	Fill in the blank

		descriptive paragraph based on the picture on the scrapbook.		
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Reliability

According to Sugiyono (2011) reliability refers to the extent to which a questionnaire, test, observation or any measurement procedure produces the same results on repeated trials (p.1). Reliability is the consistency of scores or answer, how consistent they are for each individual from one administration of an instrument to other, and from one set term to another (Fraenkel and Wallen, 1990. P.90). Furthermore, Fraenkel and Wallen (1990, P.136) also define the reliability coefficient of the test should be at last 0.70 and preferably higher. As Arikunto (2013) describes reliability as an instrument that can be reliable as a tool of collecting data because it is not tendentious, lead the respondent to choose the certain answer (p.178).

In this study, the internal consistency reliability was estimated by SPSS Statistical Data Analysis version 21.00. A rule of thumb is that reliability should be 0.03 and prefer able higher.

Reliability Statistic

Cronbach's Alpha	N of Items
.431	2

Based on the computation of the reliability estimate for 30 items tested in the try out using SPSS 21.00 in reliability analysis, it found that the reliability estimate or reliability coefficient for the test items (research instrument) was 0.431. The result of computation showed that the reliability estimate of coefficient was higher than 0.4 (SPSS > 0.4). The result of the test was 0.431 it was clear that the test of the material was valid reliable.

Data Analysis Procedure

The data were analyzed by t-test in using the statistical data analysis SPSS version 21.00.

t-test

T-test was used to know or to find the significance differences between the result of post test in the experimental group and post test in the control group. To find the significant difference, reporter of the research used the SPSS (Statistical Data Analysis) version 21.00 then chose Independent sample to analyze both of the sample. The researcher also used the paired sample analysis in searching the significant different between pre-test in experimental group and post-test in the experimental group, and used the same way to know the significance different between pre-test in control group and post-test in the control group.

Results

The Students Scores in the pre-test in the Experimental Group

N	Valid	39
	Missing	0
Mean		57.44
Median		55.00
Mode		50 ^a
Std. Deviation		6.577
Minimum		50
Maximum		75
Sum		2240

Based on the table above the result of pretest in the experimental group showed that the lowest score was 50 reached by eleven students or 28.2%, and the highest score was 75 and reached by one student or 2.6 %. There were eleven students who got 55 (28.2%), seven students got 60 (17.9%), eight students who got 65 (20.5%), one student who got 70 (2.6%), one student who got 75 (2.6%).

The Frequency of Mean, Median, and Mode in Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	9	23.1	23.1	23.1
	75	16	41.0	41.0	64.1
	80	6	15.4	15.4	79.5
	85	6	15.4	15.4	94.9
	90	2	5.1	5.1	100.0
Total		39	100.0	100.0	

The statistic showed the total score of the students was 2240 by the total number of sample were 39 students, therefore mean in the pre test was 57.44, median 55.00 and mode 50. The lowest score was 50, and highest score was 75.

The Result of the Posttest in Experimental Group

Valid	39
Missing	0
Mean	76.92
Median	75.00
Mode	75
Std. Deviation	5.806
Minimum	70
Maximum	90
Sum	3000

The result of the posttest showed that the highest score was 90 reached by two students or 5.1 %, while the lowest score was 70 that reached by nine students or 23.1%, sixteen students got 75 (16%), six students who got 80 (15.4%), six students who got 85 (15.4%), and two students who got 90 (5.1%).

The Frequency of Mean, Median, and Mode in Posttest

Valid	39
Missing	0
Mean	76.92
Median	75.00
Mode	75
Std. Deviation	5.806
Minimum	70
Maximum	90
Sum	3000

The statistic showed the total score of the students was 3000 by the total number of sample were 39 students, therefore mean in the post test was 76.92, median 75.00 and mode 75. The lowest score was 70, and highest score was 90.

The Result of the Pretest in Control Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	3	7.7	7.7
	45	2	5.1	12.8
	50	11	28.2	41.0

	55	11	28.2	28.2	69.2
	60	7	17.9	17.9	87.2
	65	3	7.7	7.7	94.9
	70	2	5.1	5.1	100.0
	To				
tal		39	100.0	100.0	

According to the table above, the result of the students in the pretest of the control group was shown that the highest score was 70 reached by two students or (5.1 %), while the lowest score was 40 that reached by three students or (7.7%). From the data, it can be shown that two students got 45 (5.1%), eleven students got 50 (28.2%), one student got 55 (28.2%), seven students got 60 (17.9%), three students got 65 or (7.7%), and two students got 70 or (5.1%).

The Frequency of Mean, Median, and Mode in Pretest Control Group Statistics

The statistic showed the total score of the students was 2120 by the total number of sample were 39 students, therefore mean in the pre test was 54.36 median 55.00 and mode 50. The lowest score was 40, and highest score was 70.

The Result of the Post-Test in Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	3	7.7	7.7	7.7
	45	2	5.1	5.1	12.8
	50	11	28.2	28.2	41.0
	55	11	28.2	28.2	69.2
	60	7	17.9	17.9	87.2
	65	3	7.7	7.7	94.9
	70	2	5.1	5.1	100.0
	To				
tal		39	100.0	100.0	

According to the table above, the result of the students in the posttest of the control group showed that the highest score was 75 reached by three students or (7.7 %), while the lowest score was 50 that reached by one student or (2.6%), nine students got 55 (23.1%), fourteen students who got 60 (35.9%), eight students who got 65 (20.5%), four students who got 70 (10.3%), and three students who got 75 (7.7%).

The Frequency of Mean, Median, and Mode in Posttest Control Group

N	Valid	39
	Missing	0
Mean		61.79
Median		60.00
Mode		60
Std. Deviation		6.229
Minimum		50
Maximum		75
Sum		2410

The statistic showed the total score of the students was 2410 by the total number of sample were 39 students, therefore mean in the pre test was 61.79 median 60.00 and mode 60. The lowest score was 50, and highest score was 75.

The Comparison between Score of the Experimental and Control Group

The result of the independent sample above, it showed that the value of t-obtained was 11.095, at significant level of $p < 0.05$ (5%) in 2-tailed testing degree of freedom (df) was 76 was 1.9879. Since the value of t-obtained was higher than the critical value of t-table, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

Interpretation of the Study

Based on the finding above, there were 15 points different from the highest score of pre-test in the experimental group and post-test in the experimental group. The highest score of pre-test in the experimental group was 75 and reached by one student, and while highest score in the post-test was 90 and reached by one student. In the control group, there were 5 points different from the highest score or maximum score of pretest in the control group and posttest in the control group. The highest score of pre-test in the control group was 70 reached by one student, and while the highest score in the post-test was 75 gotten by three students.

From the result of independent sample test, the statistical differences showed that t-obtain was higher than the critical value. At the significant level of $p < 0.05$ (5%) in 2 tailed testing degree freedoms (df) was 76. Since the value of t-obtain was higher than critical value of t-table. It indicated that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It meant that teaching reading comprehension of descriptive text by using scrapbook can improve to the eighth grade students of SMP Negeri 13 Palembang.

CONCLUSION

Based on the finding and interpretation before, the result of the students' score in the experimental group and control group (value of t-obtained) using independent sample test was 11.095 was higher than the critical value 1.9879, at the significant level $p < 0.05$ for two tailed test and degree of freedom was 76 as displayed in the table. So the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It could be concluded that improving reading comprehension achievement of descriptive text in the theme of popular person by using scrapbook was effective to Eighth grade students of SMP Negeri 13 Palembang in the academic years of 2015/2016.

SUGGESTION

For the Teachers of English

The teachers of English are suggested use the interesting media like scrapbook in teaching descriptive text in teaching in order to make the students have a motivation to learn English especially in reading comprehension and use various strategies in reading comprehension. One of them is using picture in teaching descriptive text.

For the Students

1. Listen carefully and pay attention when the teachers explain the lesson.
2. Improve their knowledge by reading books, newspaper, magazines, etc.
3. Bring English dictionary.

For the Institution

1. Prepare many kinds of reading books, newspapers, magazines, etc.
2. Facilitate the reading room to support teaching and learning process.
3. Give free English treatment.

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TEACHING PROSE THROUGH THE EVALUATION OF THE INTRINSIC ELEMENTS

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Abstract: Prose which is one of the literary genres is not a favourite subject for many students. This makes difficult for the teacher to teach. The main reason for their dislikeness is that they do not like reading a lot. In order to increase the interest of the students to prose, and to make it easier for them to learn, the teaching is conducted through evaluating the intrinsic elements. This article will present the steps done in the classroom so that the students will find that learning prose can be more interesting, useful and not a heavy burden. Although Kenney (1966) states that there are seven intrinsic elements in prose, this article will focus on the teaching prose by only evaluating plots, character, setting, point of view, and theme. The reason for choosing only the five elements is because of those five are the most important elements in creating a story. The students are grouped in order to make them more secured so that they can discuss the task set for them. Harmer (2001) states that the number of students in each group depends on the task set for them. This article is expected to be able to change the idea of the students saying that learning prose is difficult.

Keywords: elements; evaluation; genre; intrinsic; prose

INTRODUCTION

Prose is one of the literary genres taught in the English Department, Faculty of Arts, Udayana University. It is taught in the fifth semester along with the other literary genres called Drama and Poetry. At the beginning of semester, when students are confronted with the question whether or not they like prose, most of them say that they do not. Their reason for not in favor with prose is learning literature will make them read a lot, an activity that they do not like. To make it worse, the materials used in prose class are usually short stories that contain many unfamiliar words. This is true because the teaching materials used are taken from the works of famous English or American writers. The purposes of using these kinds of materials are (1) to enlarge their vocabulary, (2) to improve their language skills, (3) to sharpen their sensitivity of pragmatic force, (4) to improve the characters of the students because the story used always contains values that they can

learn, and (5) to learn the culture of different group of people. Thus, in short, the purpose of the prose class is to improve the intelligence of the students in various aspects so that this class can contribute to the achievement of the vision of Udayana University. The university has the vision to create the graduates who are excellent, independent, and cultured. This vision is not an easy target to achieve since right from the beginning the students have already shown no interest in learning prose. They put themselves into the giving up situation without the effort of trying first. The idea of reading text with difficult words has haunted them so that they come to class with a very low motivation. This condition will provide more burden to the teacher. She has to improve their motivation, to improve their self-confidence and at the same time she has to conduct the teaching which is allotted in a very limited time. Their indifference about academic achievement in this Prose class cannot be neglected since it will cause further problem for them. In the next semester, they will have another literary subject which is called literary criticism. How would they do this class without proper knowledge of the prose? It has often been found that the lack of knowledge to understand or analyze prose will cause great difficulties in the subject of literary criticism.

Hard it may be when a teacher is assigned to teach prose. However, as the staff of the university the teacher has to do her obligation and tries, as hard as she could, to produce successful teaching. This teaching can be done by evaluating the elements of a story which are also called the intrinsic elements such as plots, characters, setting, point of view, and theme. The students are supposed to analyze or to break down the story under discussion, and have a look how those elements support the building up of the story. In other words, the students have to describe how the intrinsic elements support the theme of the story. The only way to be able to do this is to understand the whole story well.

It has been said that it is not easy to teach prose but it is not impossible. The main purpose of this article is to present the class procedures that have been done and proved to be successful so that it can be shared by those who have similar problems in teaching prose. It can be assured that the successful teaching of prose will make the improvement in the characters of the students so that they will contribute to the development of the environment where they live.

METHOD

The success of learning depends on how high the motivation of the students is. This is in line with Harmer (2007) stating that motivation is the drive that makes someone does something to achieve his/her goal. He also says that, among others, the factors that can increase motivation are

success, teacher's attitude, and classroom activities. Harmer's statement implies that the teacher should show her interest to the students, she has to show appreciation to what the students do so that they will, feel that they are successful in fulfilling the task. The classroom activities should be the ones that can arouse their critical thinking and enjoyment.

Another thing that must be put into consideration in teaching prose successfully is the material, in this case the short story that will be used. The selection of the teaching material is in accordance with Marsh (2002) who states that in teaching prose, the teacher should select the proper text and take the students to think about the text, to analyze it and relate the parts that they have studied to the text as a whole. What are meant by the parts are the intrinsic elements like the plots, characters, setting, point of view, and theme. In interpreting or evaluating a short story, it is very important to put the biography of the author into consideration. This is in line with the fact that Möllinger and Ziegésar (1986) always include the biographical notes of the author of the story. The notes can be used to help the students in understanding the meaning and the content of the story under discussion.

The classroom procedures applied in teaching prose is called Presentation, Practice, and Production known as PPP (Harmer, 2001). These procedures are used which based on the fact that one of the purposes of teaching Prose is also teaching the language, so it is believed that these procedures can be applied. The presentation will contain the introduction of the literary theory that will be used to evaluate the element of the prose, the practice will contain the analysis of the example of the sub-element of the intrinsic element under discussion by using the theory given, and in production, the students will be given the time to do their own evaluation on the rest of the sub-element. The theory which is basically used in teaching prose is taken from "How to Analyze Fiction" written by Kenney (1966). All the teaching materials concerning intrinsic elements of prose are taken from this book.

During the discussion the teacher will mostly listen or help the students to clarify the students' statements or questions. At this stage the students can say anything they want but what they say should be based on the text.

DISCUSSION

This part describes the real steps taken in teaching prose. Since the time is very limited, the story is usually given to the students one week ahead. The purposes of doing it are (1) providing more time for the students to find the meanings of the unfamiliar words, (2) understanding the content of the story, and (3) doing the task set by the teacher, for instance finding the biographical notes of the author to help the students in understanding the story. To be clear, this discussion also presents the chosen story in the form

of its summary. As Marsh (2002) suggests that the teacher should find the material for the students and consider that the students are the fifth semester students, the suitable material for them is the short story entitled *The Refugee* written by Buck (in Möllinger and Ziegésar, 1986). The reasons for choosing this story are (1) it presents social problem which is good for the students to develop their sensitivity about their society, especially in which they live, (2) it talks about natural disaster which can be used to develop their care about environment so that they can keep their environment safe, (3) this story uses dialogue so that the students can improve their pragmatic skills, (4) this story contains the good moral teaching, especially on responsibility, and (5) the language level is medium so that it is suitable for the level of the students.

To present clear illustration in the process of teaching, the summary of the story is presented below.

Thousands of refugees come into the city because their land is flooded. They live in the city, making the life of the people of the city difficult. They have to share everything included work. Those refugees are willing to have low payment to do any unskilled job. This situation made the original workers angry with them. They are upset to the refugees who beg, they are upset to the working refugees that make their income drastically reduced. One day another group of refugees come to the city. The men and women in this group look well- built, neatly and cleanly dressed and show pride in them. Both men and women are tall and strong although the women feet are bound. In this group there are no young girls or infants. Maybe all of them were washed away by the flood. An old man walks at the end of the line carrying two baskets. The baskets seem too heavy for him. When he is tired, he put his baskets down gently and sat there, trying to gain his strength, close to a noodle vendor. Someone passing by feels sorry for him and offers him some coins although he is not sure where he can get his next meal from. However, the old man refuses, saying that actually he had good land but it was damaged by big flood. The seeds were eaten by the young people because they didn't know how important those seeds for their future. He refuses to take the money because he does not want to be thought a beggar. Another passer-by drops a silver coin and a copper penny into the old man's apron and goes on his way. The old man uses the copper penny to buy a small bowl of noodle. Instead of eating the noodle for himself, he gives the noodle to his small grandson who he carries in one of the baskets. The old man finishes the little noodle left by his grandson as if he has eaten proper amount of noodle. When the noodle vendor asks him why he does not use the silver coin to buy food for himself, he says the silver coin will be used to buy seeds to be planted on his land for the future of the young generation.

To teach prose by using the above short story, the following procedures are applied.

1. The short story is distributed a week ahead with the following instruction:

Read the story and find out (1) the meaning of the unfamiliar words, (2) what the story is about, (3) what the people in the city thought about the refugee, (4) who did the conversation in the story and what they were talking about, (5) where the story might take place, (6) who tells the story, and (7) what can you learn from the story.

By giving them those preliminary questions, the students have actually been related to the questions about plot, in this case about conflict (3), characters (4), setting (5), and theme (6). In completing the task, they can work together with their friends.

2. Classroom meeting.

A. In the classroom meeting, the teacher starts the content of the teaching by asking initial questions like:

- a. Have you read the story?
- b. Did you have any difficulties in understanding it? If you did, what is it?
- c. What is the story about?
- d. How do you like the story, and why?

Questions (a), (b) and (c) are to find out whether or not they have read the story and understood its content, while question (d) is to give the students space to express themselves. The hidden reason for doing this activity is to allow those who have not really understood about the story will have more opportunity to learn about it from their friends. It is quite common that some students do not do what they are assigned to. They come to class blank headed and ready with various reasons when they are asked why they did not read the story. If the teacher focuses herself on these lazy students and gets angry to them in class, the classroom situation will be disturbed. The best thing to maintain the good atmosphere and at the same time keep the motivation of the diligent ones while trying to raise the motivation of the lazy ones is to ask those questions above to the whole class. When the students having difficulties in understanding the story because they have insufficient knowledge about (i) the sentence structure for example “I swear I can give no more this day if I am to feed my own even nothing but noodles – but here is the old man” (Buck in Möllinger and Ziegésar, 1986:72), (ii) the meaning of the words or phrases for example swarm, horde, after a fashion, bawl out, riff-raff (Buck in Möllinger and Ziegésar, 1986), or (iii) the outside world knowledge for example the difference about the riff-raff and the refugees (Buck in Möllinger

and Ziegésar, 1986), the teacher has to help them with the explanation. Looking at the problems that might be faced by the students as mentioned above, the teacher has to deal with grammar, meaning and function of words and related outside knowledge. However, before presenting the explanation, the teacher can offer the opportunity to the students to answer the questions raised by their friends. The purpose of this is to appreciate those who have done the task and show the others that their friends are capable of answering the questions. It is expected that this can improve the motivation of both types of the students.

B. Teaching the plots of the story.

The question assigned to the students to answer is “What does the people in the city think about the refugee?” However to lead the students into the discussion of plots, the teacher can apply the technique of teaching speaking. Tell the students that literary work is used by the writer to communicate what he has in mind to the readers. So, the format or the structure of a literary work is exactly as the same as the structure of a conversation or communication. It consists of introduction, content, and conclusion or in relation to a story; it can consist of beginning plots, middle plots, and ending plots. The next activity is the students have to find where each of the plots starts and ends. They have to mention the content of each of the plots. This activity is done in groups and then the answers are presented so that the whole class will have similar understanding about the structure and the content of the plots. From the discussion, it is found out that in the beginning plots, the writer introduces about the coming in of the refugees, the kinds of refugees that become the source of conflict. In the middle plot it is found that the people of the city feel unhappy about the coming of those refugees because those refugees have taken over most of their unskilled jobs. The ending plots tell the readers how the old man refuses to use his money to buy noodle to eat, instead he will use the money to buy seeds.

While talking about the middle plot, one of the contents that has been mentioned is the chaotic relationship between the city dwellers and the refugees. It can be illustrated by the answer of the question “What do the people of the city think about the refugee?” which says that the city dwellers do not like them. The teacher has to explain that the situation is called conflict. She has to explain what is meant by the conflict, the kinds of conflict, the causes of conflict and the conflict management strategies. Then the activity for the students is to find out the conflict, what kind of conflict that is, the source of the conflict and how the conflict solved. The final

discussion about conflict will reveal that the kind of conflict is the external conflict and the cause is limited resources. As what usually happens in short stories, due to limited space, some information cannot be included. This story does not say anything about how the conflict solved. To deal with this, the teacher can ask the students to think of the solution and this activity will provide the opportunity for them to speak, discuss or argue to each other. There is no correct or wrong answer in this case and this can encourage the students to participate. The next input concerning plots is about the laws of plots. Tell the students that usually the story is considered good when it has plausibility, suspense, and surprise. These three elements must be explained and ask the students how they like the story and why. They might like or dislike the story because the story has or does not have those three elements. However, the judgment of a story is not only done based on the laws of plots. There is also possibility that the story is still interesting although it does not apply the laws of plots. Allow the students express their ideas and the reasons for saying so. The classroom activities described above will allow enough space for the students to understand what plots are, for discussion, and for expressing themselves. They can learn from each other in a very low pressure.

C. Teaching the Characters of the story.

In evaluating the characters in a story, the students have to know what is meant by characters, the word which has two meanings that are inner performance of someone and the one taking role in a story, roles and types of characters, the three dimensions of characters and characterization. Explain those things by using one character from the story as the example. The teacher can take the old man as the example and ask the following questions.

1. How many characters are there in the story? → The answer of the question will lead to the explanation that the characters can be main, secondary and supporting characters, while the old man is the main character because the author uses him to present his idea about the human responsibility despite of the problem he has.
2. Does the old man show the changes in his characters? → The answer of the question will lead to the explanation that when the man does not show the change, it means that he is a static character while the one showing changes is called dynamic character.
3. How does the old man look like, what kind of person is he, how is his relationship with the other characters. → The answer of the question will lead to the explanation about the three

dimensions which consists of physical dimension which describes about how the old man physically looks like; psychological dimension which describes the characters or the inner appearance of the character; and sociological dimension which describes the relationship between the old man and the other characters along with all their aspects of life.

4. How does the writer tell the readers about the old man? → The answer of the question will lead to the explanation about characterization which means how the author presents the old man. The author makes the readers know about the old man through her own description which is called discursive method and through the dialogue which is called dramatic method. The other methods that can be used are Characters on other characters, Contextual, and Mixing.

The teacher has to make sure that the students understand about all those terms before she asks them to evaluate the other characters using the same procedures. Finally, the teacher can ask the questions (1) “Who did the conversation in the story and what they were talking about” and (2) “What characters are revealed through the conversations?”

These questions can develop their critical thinking and as stated by Sosiowati (ISELT, 2015) that in communication there is often implicit meaning that must be understood by the students to understand the meaning of the conversation of the characters. This is also in line with another statement from Sosiowati (TEFLIN, 2015) saying that an utterance can contain unsaid meaning and to understand the meaning the students have to understand the background of the speaker.

D. Teaching the Setting of the story.

In evaluating setting of a story, the teacher can start with the question “Where might the story take place”? The story does not explicitly mention where the story takes place. However, there are some clues that the students can use to guess the location, for example the way they dress, how they carry the baskets, how the feet of the women bound to keep them small. The teacher can elaborate the teaching material by telling the students that the habit of binding the feet is the habit of the Chinese. That idea brings to another prediction that the time setting of the story is during the flood which often took place in China. The prediction that the setting of place is in China and the setting of time is during the flood and winter is supported by the idea that Buck grew up in China, so that she is familiar with the situation. However the idea that it was winter is stated in the story “...lying dead on the streets

at every frozen dawn” (Buck In Möllinger, Otto and Ziegésar, Margaret V.,1986:70). The teacher then can explain that setting can be neutral, that is no interest in the setting and spiritual in which certain values embodied in the physical setting. For the activity, the students can discuss in groups what kind of setting the story has and find the reason for choosing it. Finally they will find out that the setting is the spiritual setting because the flood that causes so many refugees coming to the city can happen anywhere.

E. Teaching the Point of View of the story.

This session can be started by explaining what is meant by point of view or narrator, the place whether the narrator is inside or outside the story, the roles whether it is omniscient (knows everything and can be anywhere in the story) or limited (only capable of telling what is seen). When the narrator is inside the story tells the students that it might be the main, the secondary or the supporting character; when the narrator is outside the story, tells them that the narrator will address the character in the story by third person. After explaining all these, assign the students to discuss the place and the role of the story. After the discussion, the students will find out that the narrator is outside the story and limited, and if necessary helped by the teacher.

F. Teaching the Theme of the story.

Before asking the students to decide the theme of the story, tell them that (1) theme is the meaning of a story, not the topic, (2) it cannot be found unless the students read and understand the story, (3) theme is presented in the form of at least clause, (4) a story can have more than one theme and (5) it can be the moral teaching or what the writer perceives about the topic she is talking about.

The teacher can then ask what the students learn from the story and what message the writer wants to tell the readers. To find the theme, the students have to look back at all of their evaluation on the previous intrinsic elements. The theme must be supported by other elements. One of the possible themes of the story is “People should think about their future instead of thinking about the present time only”. Then students have to explain how those other elements support this theme.

The class procedures above cannot be completed in one session, it could be in two or three weeks, depending on the story given. The above procedures are given when dealing with the first story, but for the second, the third and the rest, the discussion about theory will be reduced but will

still be put forward when the students need it. This is a kind of cyclic procedures. The students will be able to do their own discussion leading to the situation where they can learn both the prose and the language.

CONCLUSION

The teaching of prose has no difference from teaching language in the sense that there are three things that must be done in class, namely presentation, practice and production. However, in teaching prose, the time taken for one teaching material, in this case a story is longer than teaching a language. The reason for this is the teaching must deal with both language and literature. In a story, there are several intrinsic elements that must be taught and slowly considering that the teacher has to build the students' interest and motivation. One way of doing this is to link up the story with the outside knowledge.

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TEACHERS' PROBLEMS AND NEEDS ON AUTHENTIC ASSESSMENT FOR WRITING SKILLS AT JUNIOR HIGH SCHOOL IN INDONESIA

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Abstract: Models of authentic assessment in judging students' writing should be introduced to teachers. This article identifies teachers' problems and needs of authentic assessment used to evaluate writing skills of junior high school students regarding necessities, lacks (problem), and wants. This research is a survey study which data were collected through a questionnaire distributed to 40 junior high school teachers. The findings show that (1) the teachers has difficulties in assessing eight types of writing activities, and they needed suitable models that incorporate multiple types of writing assessment, and (2) the had problems in assessing nine topics relevant to the forms of assessment, and they needed the models of authentic assessment in a wide variety of topics in assessing writing. This study offers insights with the models of authentic assessment that may overcome their problems related to assessing types of writing activities and the topics relevant to writing assessment.

INTRODUCTION

It has been widely acknowledged that to achieve the goals of teaching and learning process, a constructive alignment between instruction, learning, and assessment is necessary (Bachman 1990). The traditional frontal classroom instruction for learning facts, assessed through short-answer or multiple-choice tests, is an example of such an alignment. The practices in this kind of education can be characterized as instructional approach-knowledge transmission; learning approach-rote memorization; and assessment procedure-standardized testing (Gulliker et al. 2004).

However, the alignment compatible with present-day educational goals has changed over the years. Current educational purposes focus more on the development of competent students and future employees than on simple knowledge acquisition. The practices that characterize these goals are instructional-approach-focused on learning and competence development; learning-approach-reflective-active knowledge construction; and assessment-procedure-contextualized, interpretative, and performance assessment (Gullikers et al. 2004). Here, the purpose of assessment is to acquire higher-order thinking processes and competencies, not only factual knowledge and basic skills. So, the function of the assessment changes from being summative also to serve a goal to promote and to enhance students' learning. This condition requires alternative assessments because standardized, multiple-choice tests are not suitable for this.

Assessment involves interesting real-life or authentic tasks and contexts in multiple assessment moments to reach a target score for determining student learning or development (O'Malley & Pierce 1996). Increasing the authenticity of an assessment is expected to have a positive influence on student learning and motivation. Authenticity is described as a dimension of assessment because it is thought to be a familiar and known concept that needs no explicit definition. This article focuses on teachers' need for authentic assessment models for assessing students' writing skills in junior high school in the Indonesian context.

Authentic assessment is considered to be the process of gathering information by teachers about students' progress and learning achievement which is done through various techniques. This kind of assessment can exactly express, prove or show what the learning objectives have been completely overcome and achieved. Callison (1998) define authentic assessment as an evaluation process that involves multiple forms of performance measurement reflecting the student's learning achievement, motivation, and attitudes on instructionally-relevant activities. Furthermore, Taufina (2009) defines authentic assessment as a process to describe the changes in students after the learning process. Thus, the assessment is no longer merely the achievement of learning objectives. It is an attempt to obtain a variety of information on a regular basis, continuous and thorough process and students' learning outcomes.

Haryono (2009) suggests that there are four general principles of authentic assessment. First, the assessment process should be an integral part of the learning process, not a separate part of the learning process (a part of, not apart from instruction). Second, the assessment should reflect the real-world problems, not school work-kind of difficulties. Third, the assessment must use a variety of sizes, methods, and criteria by the characteristics and essence of the learning experience. Fourth, the assessment must be holistic covering all aspects of the learning objectives (cognitive, affective, and sensory-motor).

Furthermore, Imran (2012) reveals some characteristics of authentic assessment. He stated that the system of authentic assessment is undertaken to measure the knowledge and skills of students. It assesses performances

and uses the tasks that are relevant and contextual. It also evaluates a variety of ways and from a variety of sources, requires the application of knowledge and skills, and measures both process and product. Thus, authentic assessment is more comprehensive than standardized tests.

To implement the authentic assessment, there some steps that teachers need to consider. Haryono (2009) states, the development of authentic assessment system can be done through several stages. The first is assessing the competency standards. This standard has been listed on the curriculum that describes the minimal ability to be possessed by graduates in each subject. This standard has significant implications for the planning, implementation and management assessment. The second is reviewing the basic competencies. Basic competence is the minimum ability of students needed in the given subject. The third is developing the syllabus which includes indicators, learning experiences, learning materials, a domain of valuation and appraisal activity schedules in one semester. These activities would be better if it is done in conjunction with the development of the learning materials. The fourth is implementing the process using a variety of evaluation techniques as it has been planned and the implementation of the schedule that has been informed on the students. The last is recording, processing, following-up, and reporting. All the assessment results strived always to be well documented. Follow-up of the findings of the assessment report can be either enrichment or remedial.

Moon (2005) states that the authentic assessment always gives students the opportunity to demonstrate their knowledge and skill well. Authentic assessment according to Moon has the following characteristics, (1) focus on the material that is essential, big ideas or the skill-specific abilities, (2) an in-depth assessment (3) easy to do in the classroom or the school environment, (4) emphasis on product quality or performance of the single answer, (5) can develop students' strength and learning mastery, (6) have criteria that are known, understood and negotiated by students and teachers before the assessment begins, (7) provides lots of ways students can demonstrate that it has met the established criteria, and (8) scoring assessment based on the essence of the task.

There are some studies regarding the use of authentic assessment. First, Irwana (2006) found that the assessment in language learning is focused on aspects of language, such as the structure and vocabulary so that more students to master of the language rather than fluent. In her research on the application of authentic assessment in junior high school, she stated that there are four forms of assessment used in language learning. They are the performance assessment (performance), product assessment, portfolio assessment, and assessment tests. The problem faced by teachers in implementing authentic assessment is the lack of experienced teachers have, and it takes a lot of time and effort to administer student grades and subjectivity in giving the final mark.

Nurgiyantoro & Suyata (2009) state that in general teachers has not fully understood and has not implemented authentic assessment wholly in language learning in the classroom even though the assessment is the one

recommended in the School-Based Curriculum. Therefore, teachers expect the guidebooks that contain the concept of authentic assessment to measure proficiency, are easy to follow and are provided with examples of the assessment and measures. Furthermore, Zaim (2013) in his study on the implementation of authentic assessment in junior high school found that teachers of English have difficulty in making a proper assessment rubric to assess the oral language skills. Zaim & Refnaldi (2016) state that high school EFL teachers in Indonesia get problems in developing and using authentic assessment in assessing students' speaking skills. The issues deal with assessing specific language functions, developing various forms of assessment, and selecting the appropriate topic.

Taufina (2009) states authentic assessment in language learning is a form of assessment that can improve the quality of assessment of language learning. Authentic assessment can measure the abilities and skills of students in learning precisely. For students, with authentic assessments, their real skills can be well measured. For teachers, various forms of authentic assessment are expected to facilitate measuring exact students' language abilities and skills.

Assessing writing, in the past often referred to as 'testing writing', has been an important aspect of language teaching practice for quite a long time, and the idea that writing assessment is a salient variable in determining what and how students learn has become an often examined subject of research in the last twenty years (e.g., Hawkey & Barker 2004, Kaufman & Schunn 2011, Anson & Anson 2017, Oppenheimer et al. 2017). In the area of education, assessment instruments in the writing classroom, and in other subject disciplines, have similar properties (Hunter et al. 2006). Customarily, the practitioners' tools are viewed as devices for gathering information about a student's abilities or skills and the quality of student products, and as vehicles for communicating and operationalizing teacher expectations and curriculum objectives.

The above previous studies imply that there have been many studies about the importance and the benefits of authentic assessment and writing assessment. However, the studies related to the needs of the teachers on the appropriate model of authentic assessment for writing skills do not get attention from the researchers on language assessment.

The study focuses on identifying the needs of junior high school teachers on the model of authentic writing assessment. We argue that it is important to explore teachers' needs based on three aspects of need analysis such as *necessity*, *lack*, and *want*. In a literature review describe in Nation & Macalister (2010), *necessity* deals with what is important in the learners' use of language? For example, do the learners have to write about an announcement, family, and descriptions? *Lack* deals with the gap or problem. For example, are there aspects of writing activities that were not assessed in their previous learning? *Want* deals with what do the teachers wish to learn or to use?

Little is known about how often teachers assess students' writing, their problems in assessing students' work, and their needs on assessing

certain types of writing activities or topics; whereas this provides us with the most relevant information for developing assessment models that are helpful for student learning. Therefore, this study focuses on practical sides by identifying how often teachers assess students' work required by curriculum, how often they get problems in assessing students' work, and how important they assess their students' writings. More specifically, this study explores two aspects of authentic assessment, namely types of writing activities and relevant topics relevant to each activity.

METHODS

This research is a survey study. A total of 40 high school EFL teachers from 36 junior high schools in Padang, West Sumatra Province were randomly selected as the participants of this study. They had taught English subject for at least more than five years. Of the 40 respondents, 70% were female, and 30% were males.

A Questionnaire was developed in the form of a small-scale survey to find out junior high school teachers' needs. It is used the gap between the frequency of use, the problems, and the level of needs dealing with two main factors in assessing writing skills, namely types of writing activities and types of writing topics. 14 items related to types of writing activities and 18 items related to types of writing topics were as a tool to reveal teacher's responses. Five options such as *Never*, *Seldom*, *Sometimes*, *Often*, and *Very Often* were used to collect the data related to the frequency of use and the teachers' problem. Four options such as *Not Important*, *Less Important*, *Important*, and *Very Important* were used to get the data related to the level of teachers' needs.

Quantitative analyses of the data were conducted chronologically. First of all, for analysis of the responses from the 40 questionnaire participants, a frequency distribution method was used. Each option in the questionnaire related to the frequency of use and teachers' problem was scored 1 for *Never*, 2 for *Seldom*, 3 for *Sometimes*, 4 for *Often*, and 5 for *Very Often*. Each option in the questionnaire related to the level of teachers' need was scored 1 for *Not Important*, 2 for *Less Important*, 3 for *Important*, and 4 for *Very Important*. The score of each participant was counted, and the score of each item in the questionnaire was also calculated. The average score of each item was categorized into *Very Low*, *Low*, *Mid*, *High*, or *Very High*.

FINDINGS AND DISCUSSION

Types of writing activities

The first component of the needs analysis is types of writing activities. Three aspects were examined in this element, namely frequency of use, the frequency of the problem and the level of need. Here are the results of the analysis concerning each aspect.

The first aspect is related to how often the teachers use various types of writing activities. To explore the use of various types of writing

activities, 14 statements were used as a tool to reveal teachers' responses. The following table illustrates the teachers' responses to each statement.

Table 1. Teachers' use of types of writing activities

Types of Writing Activities	Total	Average	Category
Announcement	53	1.33	Very Low
About yourself	112	2.80	Low
About your family	89	2.23	Low
About your classmate	68	1.70	Very Low
Labels	51	1.28	Very Low
Permission letters	112	2.80	Low
Simple recipe	120	3.00	Mid
Procedure of doing something	143	3.58	High
Procedure of making something	138	3.45	High
Description of a thing	151	3.78	High
Writing a description of a place	151	3.78	High
Description of a person	154	3.85	High
Telling the time	148	3.70	High
Routine	149	3.73	High

Table 1 above shows that the uses of types of writing activities by the teachers are in the positions of High (H), Mid (M), Low (L) and Very Low (VL). There are seven types of writing activities that are highly used and one writing activity that is moderately used by the teachers. Three writing activities are in the Low (L) category, and the three other writing activities are in the Very Low (VL) category. It implies that the teachers do not assess specific types of writing activities, such as (a) writing an announcement, (b) writing about yourself, (c) writing about your family, (d) writing about your classmate, (e) writing labels, and (f) writing permission letters.

The second aspect is the problem faced by teachers in assessing types of writing activities. To explore the problems faced by teachers in assessing the types of writing activities, 14 statements were used as a tool to reveal teachers' responses. The following table illustrates teachers' response to each statement.

Table 2. Teachers' problems regarding types of writing activities

Types of Writing Activities	Total	Average	Category
Announcement	139	3.48	High
About yourself	81	2.03	Low
About your family	89	2.23	Low
About your classmate	80	2.00	Low
Labels	147	3.68	High
Permission letters	78	1.95	Low
Simple recipe	150	3.75	High
Procedure of doing something	143	3.58	High

Procedure of making something	126	3.15	Mid
Description of a thing	99	2.48	Low
Writing a description of a place	111	2.78	Mid
Description of a person	105	2.63	Mid
Telling the time	112	2.80	Mid
Routine	93	2.33	Low

Table 2 above shows that the frequency of the problems faced by teachers regarding the types of writing activities are in the High (H), Mid (M) and Low (L) positions. The above table also shows that there are four types of writing activities in the High (H) category, four types of writing activities in the Mid (M) category, and six types of writing activities in the Low (L) category. This implies that the teachers get problems with eight types of writing activities (the ones in H and M categories). Thus, when developing or producing an authentic assessment, the following types of writing activities should get very high attention: writing an announcement, labels, simple recipe, procedures of doing something, procedures of making something, description of a place, description of a person, and telling the time.

The third aspect is the level of teachers' needs on writing authentic assessment about the types of writing activities. To explore the level of teachers' needs, 14 statements were used as a tool to reveal teachers' responses. The following table illustrates the score of the teachers' response to each statement.

Table 3. The teachers' needs on types of writing activities

Types of Writing Activities	Total	Average	Category
Announcement	104	2.60	Mid
About yourself	125	3.13	High
About your family	116	2.90	High
About your classmate	111	2.78	Mid
Labels	94	2.35	Mid
Permission letters	125	3.13	High
Simple recipe	128	3.20	High
Procedure of doing something	137	3.43	Very High
Procedure of making something	130	3.25	High
Description of a thing	132	3.30	High
Writing a description of a place	129	3.23	High
Description of a person	135	3.38	High
Telling the time	132	3.30	High
Routine	131	3.28	High

The table 3 above reveals that the levels of teachers' needs on the types of writing activities are in the category of Very High (VH), High (H) and Mid (M). One type of writing activity is the level of Very High (VH)

category, ten writing activities are in High (H) category, and three writing activities are in the Mid (M) category. The information in the above table implies that the writing activities that need the primary concern in developing authentic writing assessment are the ones in Very High and High categories. They are writing about yourself, about your family, permission letters, simple recipe, a procedure of doing something, a procedure of making something, description of a thing, description of a place, description of a person, telling the time, and routine

Types of topics

The second component of the needs analysis is types of the topic to assess. Three aspects were examined in this element, namely the frequency of use, the frequency of the problem and the level of need. Here are the results of the analysis concerning each aspect.

The first aspect is how often the teachers use specific topics in assessing students' writing skills. This aspect is revealed by using 18 statements regarding the topic types. In detail, the frequency of use for each topic can be seen in the following table.

Table 4. Teachers' use of types of topic to assess

Types of Topic	Total	Average	Category
Self-identity	160	4.00	High
Family	153	3.83	High
Food	123	3.08	Mid
Drink	115	2.88	Mid
Historical sites	80	2.00	Low
Famous experts	85	2.13	Low
Classmates	98	2.45	Low
School	104	2.60	Low
Actors/actresses	140	3.50	High
Famous people	126	3.15	Mid
Animal	145	3.63	High
Fruit/vegetable	131	3.27	Mid
Announcement	143	3.57	Mid
Advertisement	86	2.15	Low
Tourist resorts	141	3.52	High
Recipes (food/drink)	141	3.52	High
Pollution	94	2.35	Low
Natural disaster	99	2.47	Low

The data in Table 4 above show that the frequency of using particular topics in writing assessment varies. From the 18 statements of the topics, none of the existing topics is in the category of Very High (VH). There are six statements in High (H) category, five statements in Mid (M) category, and seven statements in a Low category. This implies that certain topics are rarely used by the teachers in assessing students' writing skills. These topics are historical sites, famous experts, classmates, school, advertisement, pollution, and natural disaster. The topics that are frequently used by the teachers are self-identity, family, food, drink, actors/actresses, famous

people, animal fruit/vegetable, announcement, tourist resorts, and recipes (food/drink).

The second aspect is the problem faced by teachers in the use of various topics in assessing students' writing skills. To explore the problem, 18 statements were used to collect the data. The following table illustrates the teachers' response to each statement.

Table 5. The frequency of problems faced by the teachers regarding the topics

Types of Writing Activities	Total	Average	Category
Self-identity	70	1.75	Very Low
Family	90	2.25	Low
Food	131	3.28	Mid
Drink	131	3.28	Mid
Historical sites	115	2.88	Mid
Famous experts	88	2.20	Low
Classmates	83	2.07	Low
School	114	2.85	Mid
Actors/actresses	115	2.87	Mid
Famous people	113	2.83	Mid
Animal	121	3.03	Mid
Fruit/vegetable	112	2.80	Mid
Announcement	165	4.12	High
Advertisement	144	3.60	High
Tourist resorts	141	3.52	High
Recipes (food/drink)	125	3.12	Mid
Pollution	128	3.20	Mid
Natural disaster	124	3.10	Mid

Table 5 above describes that the frequency of the problems faced by teachers about types of topics varies, ranging from Very Low (VL) to High (L) categories. The above table also shows that there are three topics in High (H) category, 11 topics in Mid (M) category, three topics in Low (L) category, and one topic in Very Low (VL) category. It implies that there are 14 topics, the ones in High and Mid categories, that should be considered in the development of a model of authentic assessment for assessing writing skills. They are food, actors/ actresses, announcement, drink, famous people, tourist resorts, historical sites, animal, recipes (food/drink), school, fruit/vegetable, natural disaster, advertisement, and pollution.

The third aspect is teachers' needs on the topics for authentic assessment of writing skills. To explore the teachers' needs, 18 statements are used to collect the data. The following table illustrates the teachers' need for each statement.

Table 6. Teachers' needs on topics for assessing writing skills

Types of Writing Activities	Total	Average	Category
-----------------------------	-------	---------	----------

Self-identity	125	3.13	Mid
Family	124	3.10	Mid
Food	123	3.08	Mid
Drink	121	3.03	Mid
Historical sites	125	3.12	High
Famous experts	115	2.87	High
Classmates	98	2.45	Mid
School	104	2.60	Mid
Actors/actresses	125	3.13	High
Famous people	121	3.03	High
Animal	121	3.02	High
Fruit/vegetable	131	3.27	High
Announcement	131	3.28	High
Advertisement	86	2.15	Low
Tourist resorts	123	3.07	High
Recipes (food/drink)	137	3.43	Very High
Pollution	85	2.12	Low
Natural disaster	97	2.43	Mid

The above table shows that the level of the teachers' need on using certain topics in the writing assessment activities varies. From the 18 statements of the topics, one topic is in Very High (VH) category. There are eight topics in High (H) category, seven topics in Mid (M) category, and two topics in Low category. This implies that there are only two topics that are considered not important for the teachers in assessing students' writing skills. These topics are advertisement and pollution. The topics that are importantly used by the teachers are self-identity, family, food, drink, historical sites, famous experts, classmates, school, actors/actresses, announcement, famous people, animals, fruit/vegetable, announcement, tourist resorts, recipes (food/drink), and natural disaster.

The results of analysis above indicate that teachers need various types, topics, and activities to implement authentic assessment. Teachers can make rational choices among different assessment options by thinking about the importance of using multiple sources of information in making a decision (Brown and Hudson, 1998). Various types and activities help students create discourse, product, and performance that have a value of authenticity (Rennert-Ariev 2005) and very useful for daily life communication (Zaim 2017). Thus, Brown & Abeywickrama (2010) state that an authentic assessment has items that are contextualized, meaningful, relevant, engaging topics and offer tasks that replicate the real-world situation.

CONCLUSION

Using authentic assessment in assessing students' writing skills cannot be avoided, and the appropriate models of authentic assessment should be introduced to teachers. To develop the appropriate models, teachers' needs on the use of authentic assessment have been analyzed. The conclusions that can be derived from the findings are as follows. First, the teachers still get problems in assessing certain writing activities, and they need the appropriate model of assessing various types of writing activities. Second,

the teachers get problems in using the topics relevant to the forms of assessment, and they need the models of authentic assessment that use a wide variety of topics in assessing writing.

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IMPROVING STUDENTS ABILITY IN WRITING ESSAY THROUGH “FREE WEEKLY WRITING” ACTIVITY

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Abstract: *Free weekly writing* is designed for students to write in every week using free topic based on students' passion. This action research investigated the effectiveness of implementing *free weekly writing* in improving students' writing ability. The participants of this study were 35 students at the VI semester of English Department, FKIP UM-Mataram in academic year 2015-2016. The data were collected by four stages of action research; *planning, action, observation, and reflection*. The finding of the research proved that almost 83% passed the passing grade. Means that only about 17% students failed to reach the passing grade. There are some factors affected the students' ability in writing, they were; (a) a writer is forced to read a lot from many sources and having the knowledge, (b) a writer must have well understanding about content and focus of writing, (c) grammatical competence, (d) comprehending the rules of punctuation of in writing, (e) a professional writer must have own characteristic.

INTRODUCTION

Background

Writing is an activity that is quite difficult to do, not only many skill components are required, but also its takes much time in the writing process. Skill or other skills needed in writing include many things such as; Listening, speaking and reading skills as well as other abilities in English such as grammatical knowledge and vocabulary knowledge. In one of the results of the study showed that the most difficult things found by students in writing are in vocabularies and grammar, Mojica, A.L (2010).

That's why writing skills rank as the most difficult skill then the other skills in teaching English. Besides many components that need to be mastered, writing activities also require intensity and regular routine in order to get maximum results. Moreover for the beginners, means a student. Generally, students face some problems in starting writing. Writing course 1 to writing course VI then academic writing course is an intense effort of English curriculum in teaching English as an effort to improve the willingness and ability of students in writing. Unfortunately, there are many factors hamper this process, both internal and external factors.

That's why writing becomes the most difficult skills of the fours skills in teaching English. In addition, not only because so many components that need to be mastered, writing activities also require intensity and regular drills to get the qualifying results, especially for the beginners or students. Students commonly find some problems to start writing. Subject of Writing 1 to the writing VI and then followed by the academic writing course is an intense effort in the curriculum of English teaching to improve the students' willingness and ability in writing. Therefore, the problems may faced by students can be classify into two factors are; both internal factors and external factors.

Internal factors can arise from students personality who sometimes lazy to start writing, it is due to several indications, including; writing is considered as not most of people's passion/hobby, lack of motivation from students to be able to produce papers. In fact, motivation is the main key in learning many things, including writing. The standard of motivation in question can be presented by various forms of actions, one of the measures of motivation according to Urquhart, V & Mclver, M (2005: 70) is when students do what their teachers instruct in writing procedures and strive to develop meaningful and coherent writing.

The external factors comes from atmosphere which is influence students in creating a good climate to start writing, teacher's method and treatment have high correlation with the students' feedback to follow the teachers' instruction to perform writing activities. As a first step, they can write things that they find which is familiar with their daily activities, so that their writing flows and focuses according to the topic that they wonder to discuss about (Freedman, 1998 cited in Urquhart, V & Mclver, M, 2005: 71).

Research Question and Purposes

The author tries to formulate the problems in this study in form of two research questions; (1) does the free weekly writing technique is effective to improve students ability in writing essay?, (2) what factors are influenced the improvement of student ability in essay writing?. The purposes of the study could be explained in several goals; to simulate the students' writing habits in composing a scientific paper, provide students with the basics

concepts of good, systematic and directed writing, help students to develop their creativity, ideas, and pour their concepts and ideas into a good writing.

REVIEW OF LITERATURE

Teaching Writing in English

Writing can be interpreted as a form of communication for sending and expressing thoughts and ideas through writing, Harmer (2001: 79). In line with that definition, Cahyono (2009: 16) explains that writing is an act of communication, through the process of exchanging information, thoughts, ideas, and things is in someone's mind by using written language. Both definitions show that writing is an act of pouring and expressing thoughts, ideas and paradigms of thinking in the form of writing as a part of communication tool with the purpose to influence, disseminate information and the mindset of the author itself.

Writing is a deep-rooted act culture all over the world. The culture of the modern world has made the writing activity becomes an important means of disseminating ideas, and even provocation people. Today, writing has become a very effective strategy to influence the society's mindset, smuggle ideology and even manipulate the reality into lies and vice versa. Writing activities cannot be separated from social life. Writing has become a necessity as society's needs to communicate each other. Writing can be learned and done by all people and by all aspects of life, because basically writing is not an action based on genes or talents, but more on willingness and chance to do so.

Techniques in Teaching Writing

There are many models and teaching techniques in writing, but the author will only address one of the techniques related to this research i.e, techniques in giving feedback to students' writing project. Giving feedback to the students' writing has strong correlation with the technique of "*free weekly writing*" that have been applied in this research. The results of the student's writing need to be given appreciation, in form of correction and also an assessment for the student's progress in writing.

Those are the simple rules and standards to be followed by students in composing writing activity by following formulation below:

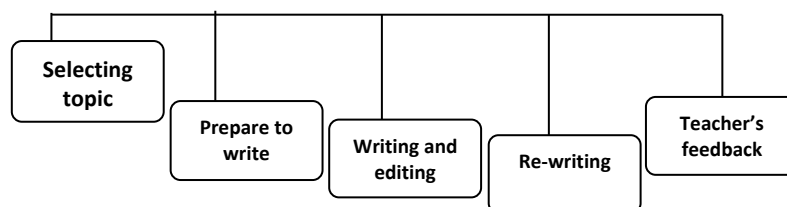


Figure 2.1 Steps in student's writing (Adapted from Bailey 2003)

This figure can be explain as followed; a) Selecting and defining topic of writing, (b) preparing writing materials and performing activities before writing such as, making a draft, making a list of material that will be the main idea of every paragraph etc, (c) students start doing writing activities in accordance with the draft and material topics that have been prepared, (d) evaluating, editing, and improving the writing in accordance with the evaluation results, (e) the last step is writing can be collected and reviewed with lecturers.

Free Weekly Writing

Free weekly writing can be interpreted as write a project regularly in every week using free topic related to students' passion. In this activity, students were given the task weekly by lecturer to compose an article each week with a free topic according to the desire that the student concern about. In each meeting once a week, the student must submit the results of writing to the lecturer. The lecturer should provide time to give corrections every week with refers to the writing standard based of scientific papers that have been described previously. Providing corrections to student's project is sometimes constrained on time, because it is related to the busyness and schedule of other activities. However, the writing students can be limited by starting from the first few paragraphs to the early weeks, and then can grow over time until the end of the semester, students can collect the writing that has been formed and can be judged as a complete paper, and then the paper is ready to release.

Respondents and Research Design

This research was conducted at the Faculty of Teacher Training and Education (FKIP) UM-Mataram, English language education program semester VI year in academic 2015-2016. Semester VI consists of 2 classes that are class A and class B. Class A amounted to 17 people and class B amounted to 18 people, then the number of all respondents were 35 students.

This study is a Classroom Action Research (CAR). Classroom action research is a research which emphasizes the practical reflection of a problem arises in the teaching and learning process. Classroom action research requires teacher as a researcher in an attempt to accomplish the problems they found in the class. Classroom action research aims to offer alternative ideas to solve learning problems. The alternatives offered can be either material development or changes in teaching strategies in the classroom. Finally, the central idea of research class action is an attempt to increase activity, skill, motivation and students' ability to absorb the subjects concerned with better and indicated by a significant increase in scores or grades (Burns, A, 2010: 03).

FINDINGS

Result in Pre-cycle

There are some crucial problems that researchers find and become an obstacle for students in writing essays. The first; students find difficulties to find the topic of writing that they understand well. This is motivated by lack of reading references and knowledge of students related to a problem. Students feel difficult in preparing a good sentence to support their main idea. Then, the other issue is the lack of students' motivation in writing was very low. Not only seen from the perspective of passion (talent), but also from their competences. Only a few students who actually have a hobby to write, but most of the students have no tendency to write. Another important thing that affects students' writing skills is grammar. Although basically, students already have pretty good ideas and point of view, they are constrained on the limited grammar of English they have. So, generally, researchers tried to provide a simple topic that is able to reach by the students' ability.

For more details, the results of try out can be seen in the table below:

Table 4.1 Students' score in try out

<i>Score</i>	<i>Criteria</i>	<i>Percentage</i>	
		<i>Frequency</i>	<i>%</i>
<i>70-100</i>	<i>Pass</i>	<i>10</i>	<i>29</i>
<i>0-69</i>	<i>Fail</i>	<i>25</i>	<i>71</i>
<i>Total</i>		<i>35</i>	<i>100</i>

Result in Cycle 1

The result of cycle 1 shows that students' score didn't meet yet the standards of KKM (Passing Grade Criteria). The total score was 2439 and the average score was 69.68, the highest score was 91 and the lowest score was 47. Means that, there are 16 students or about 45.71% of the students passed the KKM and 19 students or about 54.28% didn't pass the KKM. The detailed data can be seen in the table below:

Table 4.2 Student's Score in Cycle 1

<i>Score</i>	<i>Criterion</i>	<i>Percentage</i>	
		<i>Frequency</i>	<i>%</i>
<i>70-100</i>	<i>Pass</i>	<i>16</i>	<i>45.71</i>
<i>0-69</i>	<i>Failed</i>	<i>19</i>	<i>54.28</i>
<i>Total</i>		<i>35</i>	<i>100</i>

Meanwhile, the value of each student can be seen in the table below. A total of 16 students were categorized as "high", while 19 students

received "enough" scores, and none of the students scored "low". For more details, the ability of individual students can be seen in the following table.

Table 4.3 Students' Individual Score

No.	Score	Ability	Frequency	Percentage (%)
1	66.67 - 100	High	16	45.71
2	33.33 - 66.67	Enough	19	54.28
3	0-33.33	Low	0	0
<i>Total</i>			35	100

The above test shows that it is clear the average grade of the students is 69.68, which means that the Minimum Criterion is not reached, which is have to in grade 70 point. Similarly, for the percentage of class achievement, this indicates that the class's achievement is still is in 69.68% and categorized as "fair", and has not been considered to meet the class achievement standard of 70%. From the explanation, it can be concluded that the learning process in cycle 1 has not been declared successful.

Result of Cycle 2

The result of the student's test on cycle 2 showed a significant change compared to cycle 1. The average value of the class in cycle 1 is 69.68 with a total score of 2439, while cycle 2 has increased with a total score of 2712 and an average score of 77.5. This means that Passing Grade Criteria is exceeded as the standard to be achieved. Although in this second cycle, overall there are still some students who have not exceeded the KKM, but the quantity is only view of them. There are 6 students from 35 people who still have not pass based on KKM standards. This means that only 17% of students failed, while 83% of them are graduated and exceeded the KKM. For more details, the percentage of student test results in the second cycle can be seen in the following table;

Table 4.4 Students' Score in Cycle 2

Score	Criteria	Percentage	
		Frequency	%
70-100	Pass	29	83
0-69	Failed	6	17
<i>Total</i>		35	100

The above table shows the students' ability both the average grade and individual values. There were 6 students who did not pass, even though they also changed significantly in motivation, only their value has not fulfilled

KKM standard. The table above provides an overview of the individual student's abilities. There are 29 students in the "high-ability" category, and 6 students are categorized as "enough", while none of them are "low". Thus, the grade point average in cycle 2 also increased the grade, from only "fair" in cycle 1 with an average value of 69.68, then in cycle 2 it increased to "high" with value average class 77.5, which means the minimum criteria has been exceeded. So it can be concluded that the learning process in the second cycle is declared successful.

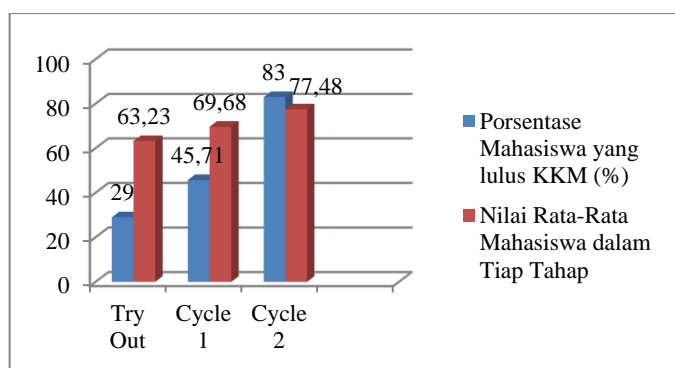
Total Score of All Cycle

From the above presentation, we can see the differences of the students score based on the stages, starting from the try out result, cycle 1 and cycle 2. Clearly we can see the improvement experienced by the students. In the try out, only 10 students graduated KKM, while the other 25 were still below standard. Then tested on cycle 1, a good improvement also occurred, although the results are not satisfactory as expected. There are 16 students who passed the KKM, while still 19 people who failed. From the reflection of cycle 1, hence researchers do continuation research in cycle 2.

In the second cycle, students' ability to write essays shows more encouraging change. It can be seen from the final score of the students that is 29 people or nearly 83% of students graduated based on the passing grade standards, and only 6 people or about 17% of students are still considered failed, although they are essentially still changing from the side of the score and motivation. Similarly, for the total average score of the overall assessment, the average grade as a whole meets the pass criteria of 70.2, which means the passing grade standard has also been achieved.

In order to facilitate the reader to understand the research easily, the graph of improvement experienced by students in essay writing can be seen as follows:

Graphic 4.1 Stages of Students' Improvement



The graph showed the students' improvement in each test stage, the blue color is the percentage of students who passed the passing grade from

the try out only 29%, then in cycle 1 increased to 45.71%, and in cycle 2 significantly increased to 83%. While the red color chart is the average value of the students' ability in the classroom obtained from 3 different stages. The average grade of the students in the try out stage was 63.23, then increased to 69.68 in cycle 1 and in cycle 2, the average grade for new students meet passing grade standards, which is 77.48.

Discussion

From two cycles that have been done, comprehensive reflection needs to be done, although in cycle 1 has been reflected, but in general, the researcher needs to explore some general reflections on learning process, especially in teaching Academic Writing at the University. The first reflection is practice to write is difficult to do especially for the beginner writers. However, this condition can be changed by designing an atmosphere and a supportive environment in improving students' motivation in writing, by creating a comfortable, conducive and academic space in the classroom. The results of this study showed the students' attitudes have been changed based on the treatment given.

The second reflection is that the lecturer did not need to restrict the students' writing theme, because each student has a different expression in looking at things. A simple example is, one student in this study is very fond of fashion as a lifestyle, so she tended to examine about fashion and make-up. So, wisely let them express their thoughts and views in a positive way, the lecturers' duty is to ensure that their writing did not publish some violation issues and racism act, and did not infringe the human rights and violate the law.

The third reflection is, as an instructor, researcher need to realize that each student has different talents and passion, the teaching task is only providing support for their talents and direct them in a positive context. Therefore, in this case the researcher cannot impose that the result of the student's scientific writing should be as perfect as the professional writers. All that can be done is to ensure that students want to write, learn to write in the right way and procedure and not accustomed to plagiarism when they learn to write. By understanding how difficult the process of writing is, then students will consciously truly appreciate the work of writers everywhere and appreciate the writings that they read.

Conclusions

From the results of the research that has been done before and based on the issues raised in this study, the researcher needs to give some conclusions, are;

The results of this study indicate that the use of free weekly writing technique is declared effective to improve students' ability in essay writing. It proved by differences in student scores from several stages performed, ranging from the value of try out, cycle 1 and cycle 2. Clearly we can see the increase experienced by students. In the try out, only 10 students

graduated the passing grade, while the other 25 were still below standard. Then tested on cycle 1, a good improvement also occurred, although the results are not satisfactory as expected. There are 16 students who passed the passing grade, while still 19 students were failed. In second cycle, ability of student in writing essay show progressive change. It can be seen from the final score of the students is 29 people or nearly 83% of students graduated based on passing standards, and only 6 people or about 17% of students are still considered failed, although they are essentially still changing from the view of score and motivation. Similarly, the total average score of the overall assessment as a whole meets the pass criteria of 70.2, which means the passing standard has also been achieved.

There are several factors greatly affected the improvement of the student's ability and people who want to start writing in general. Those factors include: a) an author is required to read a lot, reading is an entrance of inspiration, get a new knowledge, updated information, and comparative literature in enriching the author's writings in order to produce the quality, the recently, and interesting writing products, b) ability to understand the content and focus on writing. An interesting writing is a concrete writing and not long-winded. The writer is required to present a paper that is not widened and discusses various issues that are irrelevant to the context; c) Mastering of grammatical is absolutely needed. It is important to remember that writing is an activity that explores language and culture in the form of written text, d) the placement of good and right punctuation is the main attraction for a written product. We often assume that the grammar is not substantive; in fact, punctuation gives the reader impression that the paper is seriously written, e) writing style. A professional writer must have personal characteristics. Language style and characteristic of writer is very important to support the popularity of a writer.

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REFLECTING TRANSLANGUAGING ON STUDENTS' WRITING PROCESS

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Abstract: The debate over whether English language classrooms should include or exclude students' native language has been controversial issue for a long time (Brown, 2000). In order to overcome this situation, several studies have been conducted to find out the students' perception toward the monolingual or bilingual approach in their classroom. It was started in the 1990s where mother tongue was attached in the language classroom. Auerbach (1993) stated that "Starting with the first language (L1) provides a sense of security and validates the learners' lived experiences, allowing them to express themselves. Auerbach further reports that the use of L1 shows positive results among researchers and learners, Furthermore, the use of L1 in the classroom apparently help students to understand several tasks such as "language analysis, presenting grammar rules, discussing cross-cultural issues, giving instructions, explaining errors and checking comprehension". The following case study would like to conduct further observation into more specific topic under translanguaging. The main focus is to analyze how translanguaging expressed in the students' writing process. The selected students are taken from hospitality and tourism program in 2nd semester. Their topics are mostly about interesting places they have been visited. Translanguaging in this part, help them to organize information and express their ideas in short paragraphs. Results will be explaining on the of translanguaging sentences during their practices and looking for some similar patterns among the students.

Keywords: translanguaging, writing skills, language learning

INTRODUCTION

Writing skill is one of several language skills that is considered challenging for some students, especially for those students who are lack in their language competence in this case is English. In general, there are two big areas in the language skills, namely productive and receptive skills. In productive skill, writing and speaking skill are included whereas listening

and reading are categorized in receptive skills. Besides these language skills, there are others such as vocabulary and grammar which equip the students in expressing the language well. The main reason underlies why do writing skill consider a challenging skill because it requires a higher level of competence from the point of view of sentence structures and demands a critical thinking from its learners. Different from speaking which focuses more on fluency and language expressions, here writing requires of the writer consistency in constructing their ideas and expresses it into the sentence structure which eventually building paragraphs.

Alnufaie and Grenfell (2012) argue that learning writing English that requires students' vocabulary ability usually uses memorization and learning grammar rules (Crookal & Oxford, 1990). However, despite of their lack of knowledge in these two areas they have difficulties in creating even a simple writing product cohesively and comprehensively. They tend to use simple words, ignore the usage of tenses, less use of parts of speech and inability in applying transitions to connect ideas.

Another problem may occur once the students who have lesser exposure in English should meet the standard written English (SWE) which the most influential model in the teaching of academic writing in non-native English speaking countries. This model assumes that effective and successful writing must use "pure" and "unaccented" English rhetorical conventions. Moreover this model tries to minimize cross-language interference" (Horner et al, 2011, taken from Sugiharto 2015). The students who are struggling with their L2 production still must follow a set pf rules of the language structures, vocabulary, and organization as a proper and acceptable essay. This phenomenon then creates a wide gap among their language skills. On the other hand, *productive* and *receptive* language skills are both used to gain information and communicating. This is where languages are working together to form the knowledge. Learners have the options to use their first language (L1) in order to gain the knowledge and expose their second or foreign language (L2) to perform their ideas however the preferences would be depending on the learners' language ability. Translanguaging is a tool in a pedagogical approach to negotiate meaning in classroom settings, particularly multilingual ones. The process mostly occurred in learners' productive and receptive language skills (García, 2014). Specifically, translanguing writing (TLW) is a practice with code meshing, "a communicative device used for specific rhetorical and ideological purposes in which a multilingual speaker intentionally integrates local and academic discourse as a form of resistance, reappropriation and/or transformation of the academic discourse" (Michael-Luna & Canagarajah, 2007, taken from Herman, 2015)

Research in translanguaging was once conducted to find out its development in the academic writing bilinguals. It reviews the emerging literature on learning and teaching theories of translanguaging and presents

theoretical understandings of biliteracy development and specifically on the teaching of writing bilingual learners. Based on the five-written text produced by young bilingual writers, the translanguaging is used in the planning, drafting, and production stages. Translanguaging in writing is here proposed more as a self-regulating mechanism in which bilingual students can engage, rather than pedagogy to be used in the teaching of writing itself. The article shows a clearer result where translanguaging approach has the most potential in constructing academic language compared to monolingual and bilingual ones. (García & Velasco, 2014)

According to Baker (Colin, Jones, & Lewis, 2012), there are four potential educational advantages to translanguaging, those are promoting a deeper and fuller understanding of the subject matter; helping the development of the weaker language; facilitating home-school links and co-operation; helping the integration of fluent speakers with early learner.

The pattern use of translanguaging strategies can be seen in some language learning skills either productively or receptively. Garcia and Kano (2014) observe some practices in the writing skills among bilingual American Japanese students. The study found out that the students use Japanese whenever they couldn't think the words in English. The practice used when they make a draft of academic writing. They further argue that the first language usage help them to deepen the understanding of what is to be written; and hence can give a coherent and concise written essay.

Furthermore, Martinez-Roldan (2015) elaborates the translanguaging practices to bilingual students in second-grade level. The students were observed for their reading skill. The result shows that it encourages interconnectivity of languages around a variety of texts (taken from Joseph, 2015).

Translanguaging approach on the other hand can help students in process of prewriting activities, furthermore based on the works of Horner et al. (2011) and Canagarajah (2013), which supports the diversity in writing, Sugiharto (2015) further distinguishes some characteristics between Translingual approach and Standard Written English based on various works of Horner et al (2011) and Canagarajah (2013).

Translingual Written Approach	Standard Written English
Respect to Students' Right to their Own Language	Respect to the dominant language used in academics
Texts as fluid	Texts as stative
Texts as negotiated	Texts as autonomous
Rhetorical differences as a resource	Rhetorical differences as a problem/deficit

Language learners as language creators	language used in academics
In favor of the English- Plus policy (additive)	In favor of the English-Only Policy (subtractive)
Writing as an open system	Writing as a closed system
Writing as a display of complex identities	Writing as a strict conformity of identity
Writing as a spatial temporal phenomenon	Writing as a spatial phenomenon

Adopted from Setiono (2015)

Furthermore, while SLW seeks to synthesize process, purpose, and context (Hyland, 2003), with attention to both process and (ideally) a contextualized product, TWL is not about a product moreover it stresses the process not the goal (Huang, 2010 taken from Hermann 2015). Treating errors are also seen differently between SLW and TLW, Lu and Horner (2013) give example how language learners sometimes make intentional decisions on language choices, instead looking the interference as errors, she tolerate the errors because it “says what (the student wants) to say” (Lu, 1994 taken from Hermann 2015)

As mentioned earlier that translanguaging can be used as a powerful tool during the process of language skill development, therefore Sandokji (2013) proposes some possible ways in implementing the approach:

1. *Applying Past Knowledge to New Situations*; in this sense, students should be encouraged to use what is learned consider prior knowledge and experience. The topic may be chosen based on what the students have already known, such as *local culture* before it jumps into new topic.
2. *Creating, Imagining, Innovating*; in this concept, student should be encouraged to think about how something might be done differently from the “norm”. Moreover, propose new ideas, strive for originality, and in this case play with the language. For this purpose the students are encouraged to use L1 in preparing their writing, such as in *brainstorming, mind mapping, freewriting*. If the students were given the freedom to play with writing they will eventually have the freedom to develop their translanguaging skills. It is believed will motivate students to let go of their fears and take risks by using their L1 as a source for writing in L2.
3. *Remaining Open to Continuous Learning*; in this part the students are inspired to open up to some new experiences to learn form, proud, and humble enough and welcome new strategies that would help them have a better language-learning experience. This kind of encouragement is believed to inspire the students knowing that they all are learners of the new language and there are no labels as “good writer” and “bad writer”. The teacher constantly reminds

them that it is all right to turn to their L1 when facing writing difficulties moreover in this stage it is normal to use L1 in writing to communicate thoughts and ideas.

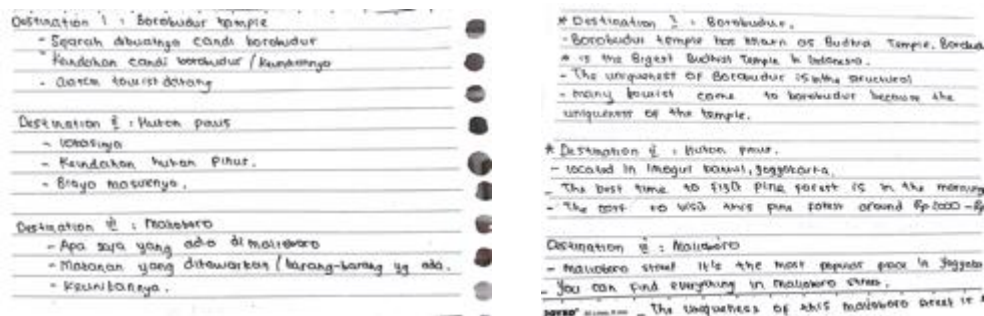
Based on the elaboration of some above, the following article raises some issues faced by the academic students during their writing process. Those students majored in hospitality and tourism and will be assigned to complete an academic paper regarding to their final project. Based on their language learning experience, few of these students have ever experienced in writing a final project. On the other words they have some limitation in expressing their ideas in English especially in writing task. Translingual written approach in this case may be an alternative ways for them as stepping stones to be fluent in English writing skill. The following research is intended to find out how do the students apply they translingual techniques in the classroom and develop their writing skill eventually. Based on the techniques applied, furthermore the observation seeked out how translanguaging expressed in their prewriting activities and whether it influenced their short essay.

METHOD

The present research is conducted using observation approach based on the students writing essay. The data collection is gathered from the participants who are taking the Professional English class and majored in Hospitality and Tourism. As written materials, they were given a short essay project and the topic selected was local tourist destinations. There are thirty students involved with their writing project, however due to time constraint only several participants are selected and observed. In addition, the students have been taught previously on how to design a writing task based on the writing stages. For the analysis result itself, the prewriting activities were given such as listing down the ideas and brainstorming. Next, it is developed into an essay with four-paragraph length. The process of translanguaging here is seen during the prewriting essay where the students were given freedom to explore their ideas and expressed them in Bahasa Indonesia in order to gather the ideas before it is developed into a short essay. Topic of the essay is about exploring some tourist destination in a local place that they have familiar with. Before the prewriting, the students are asked to gather some information based on their selection topic and connect the ideas by listing them down. At this stage, they may use either Bahasa Indonesia or English. Next, they develop the listing ideas into short sentences before they organize them into paragraphs. The following discussion shows on how the students express their ideas by using translanguaging strategies. The practice were taking for two weeks and for the final essay was taken during their quiz at the last meeting. There are five samples gathered and analyzed further.

DISCUSSION

Based on the result, using *keywords* in L1 help them to gather ideas quickly without further thinking what is the words in L2. The student in this case selected “Borobudur Temple” as her topic. Take a look to the following sample.

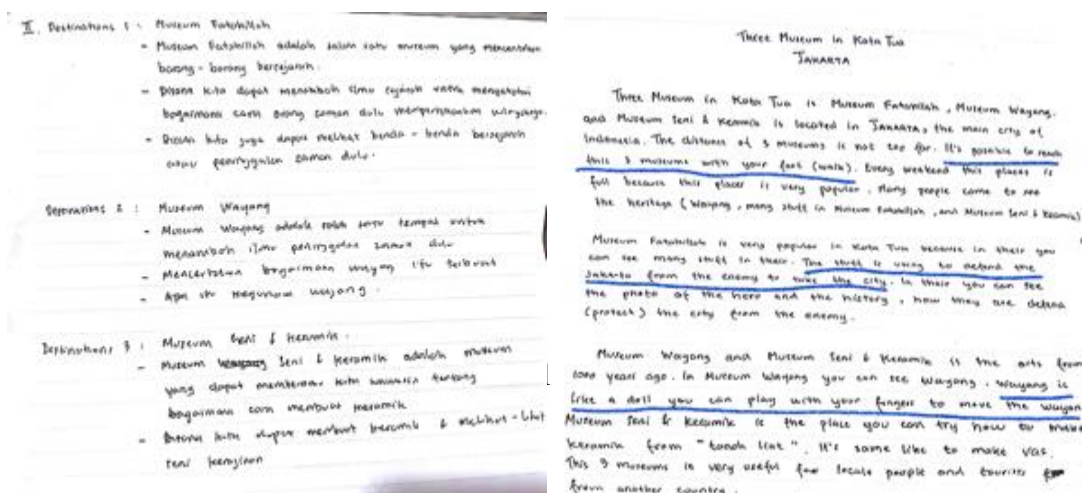


Despite of using code meshing in the prewriting process, this student prefers to use Bahasa Indonesia in the form of *keywords* to gathered the ideas before she develops it into paragraphs. Some of the Indonesian words she selected are also translated in the next stage of her writing. The result can be seen as follows.

Borobudur temple, it's a biggest Buddhist temple in Indonesia. Every people known Borobudur because the historical and the uniqueness of the structural. Many tourist come to Borobudur temple because Borobudur temple popular as a top five tourist destination in the world.

As a means of communicating the idea, the paragraph above is pretty much understandable and also informative. Based on the information gathered, this student would like to inform that Borobudur is the best place to visit for its historical and unique design. Translanguaging in this part helps the student to develop the concept into a set of paragraphs. The next step is to fix some ungrammatical sentence or misspelling words.

The second student chosen, selected the topic on several museum destinations in Jakarta. Firstly he gathered his idea in form of L1 as well with the sentence structure. Next, based on the outline he made in the prewriting activity, he developed them into three paragraphs that discusses each of the tourist spots.



Furthermore, there are different patterns of developing the sentences from L1 into L2. Even though the sentence was originally made in L1, but the production latter in the essay follows the L2 form. Here, instead of translating the sentence, the students chose to formulate the ideas into the proper sentence form of target language. However, if we look closer on the way the written language expressed, the translanguaging occurred in some sentence pattern (underlined). Here the L1 interference is expressed in the meaning level. This may sound strange in English however if it is translated into Indonesian, it may sound reasonable. As translanguaging approach is to give the students freedom in expressing their ideas, therefore the meaning-gap between language should be tolerable as long as the language form is properly used.

Similar with the previous student, the translanguaging strategy used by this students is in the outlining sentence form, whereas in the essay there few information translated into L2. The list in the outline is used to gather the ideas organizing them as well. As one of the approach which mentioned earlier that the student language is more as creator rather than academic, in this case the students tries to reveal his ability in writing skill in L2 without even further translating directly from the outline. Furthermore, the students use the L1 outline as the main sentences in the developing paragraphs here it can be seen that the students' writing ability in L1 influence the writing production in L2.

Destination 1: Museum Wayang
 - Menampilkan berbagai macam wayang dan jamannya
 - Menampilkan tradisi wayang
 - Menampilkan budaya keraton di lingkungan, lingkungan rumah
 Destination 2: Museum Seni Indonesia
 - Menampilkan seni rupa, sastra dan tari
 - Menampilkan berbagai seni yang terkenal
 - Budaya bangsa yang terkenal tentang pemerintahan di Indonesia
 Destination 3: Museum Perak
 - Ada pameran wayang
 - Ada pameran kerajinan perak yang dapat dilihat langsung
 - Standnya lengkap

Making Outline: Develop your ideas into short sentences (5 points)
 Destination 1: Museum Wayang
 - Museum wayang terbesar di tanah-tanah di seluruh Indonesia
 - Museum wayang berbagai jenis yang sudah lama berkembang
 - Di dalam museum wayang berbagai macam wayang yang sangat indah dan menarik
 Destination 2: Museum Seni Indonesia
 - Museum Seni Indonesia terbesar di seluruh Indonesia
 - Museum Seni Indonesia menampilkan seni rupa, sastra, dan tari
 - Di dalam museum Seni Indonesia berbagai macam seni yang sudah lama berkembang di Indonesia dan berbagai jenis seni yang
 Destination 3: Museum Perak
 - Museum Perak terbesar di dalam Indonesia
 - Museum Perak menampilkan pameran wayang yang dapat dilihat langsung
 - Ada pameran kerajinan perak yang dapat dilihat langsung
 - Standnya lengkap

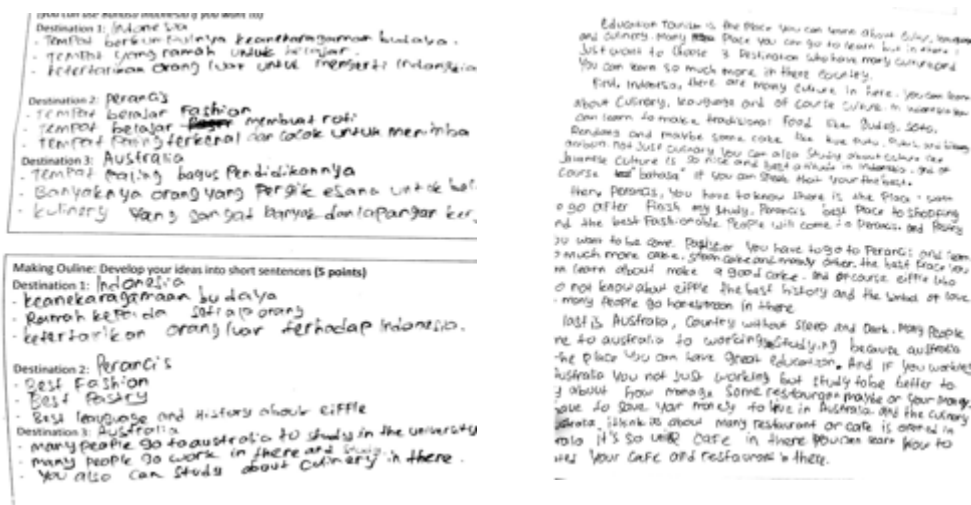
Destination 1: Museum Wayang
 - Menampilkan berbagai macam wayang dan jamannya
 - Menampilkan tradisi wayang
 - Menampilkan budaya keraton di lingkungan, lingkungan rumah
 Destination 2: Museum Seni Indonesia
 - Menampilkan seni rupa, sastra dan tari
 - Menampilkan berbagai seni yang terkenal
 - Budaya bangsa yang terkenal tentang pemerintahan di Indonesia
 Destination 3: Museum Perak
 - Ada pameran wayang
 - Ada pameran kerajinan perak yang dapat dilihat langsung
 - Standnya lengkap

Of day is the first to in Indonesia, first with various kind
 display. Of day many with with objects of international
 famous - because of day is the first to have various kind
 the culture of Indonesia. The building is the same, many traditional
 items and roof. The first floor is also and there is a lot of
 and the first to revealing and showing the music. In today,
 many people to understand about the museum. In this time,
 I want to describe about a museum, Museum Wayang,
 Museum Seni Indonesia and Museum Perak.

The first is Museum Wayang, the location is in the city
 in the center of the city, you must pay the admission
 fee. The price is between Rp 2.000 until Rp 5.000.
 Museum Wayang is the first to you can know about the
 Wayang Indonesia. In there many display about the wayang,
 the complete type about wayang, and the price of wayang is
 cheap and good. The price is very cheap, first and good.
 The second is Museum Seni Indonesia, the location is in
 near of city. If you not a student, you must pay to enter, but if
 you a student, you must pay, but from your of course. In there,
 many display about the complete of Indonesia and many
 type of money in Indonesia and other country. The price is very
 cheap and good.
 The third is Museum Perak, the location is in
 of day is the first to museum. You must pay the admission fee.
 In there you can understand about about of Indonesia.
 It very complete in there in there, you can see "Perak" and
 "Orn" - the first to many people with the same space. In there
 the education about in of day, complete.

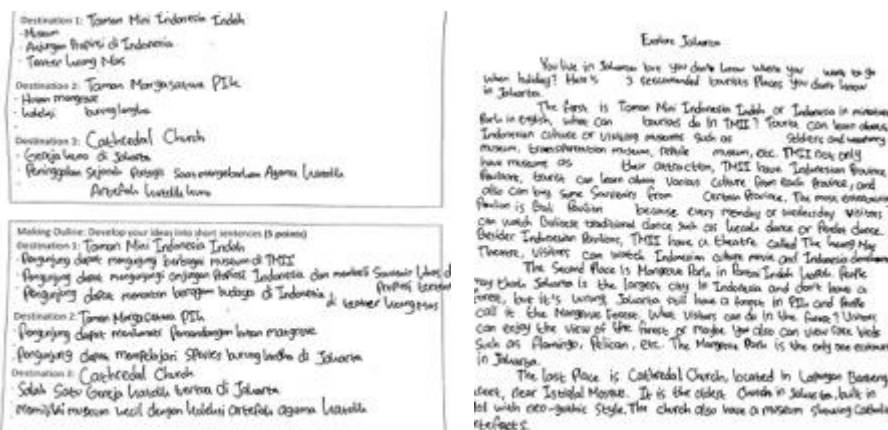
The next student chose three different countries as her topic for tourist destination. It can be seen that she use the L1 in listing her ideas and

transformed it into L2 when she comes into making an outline. The following text would be a good example in showing how “a text is fluid” in translanguaging rather than “stative”. If it is seen in general, the student may produce several mistakes or errors in her language production, yet it is still understandable and we can get the whole idea clearly. But in academic setting this might be seen unacceptable since there are too many errors produced including the mixture between L1 and L2 spelling shown in the text.



Furthermore, this student uses her first brainstorming list as a “bridging ideas” in forming the outlines she made latter. She chooses to use L1 for sentences that she can’t express in L2 however she attempts to develop those sentences into full English for her essay. On the other hand, there are some code-meshing words occurred like the word *Perancis*.

In the next result, the student selected several tourist destination in Jakarta. He also used the similar technique as the first student applied that is by using L1 as gathering ideas in keywords before he developed them into main sentences. From the outline, it can be seen that the student has a well-structured of L1 writing and as a result his L2 writing is also considered the same.



In traditional teaching, the use of L1 in L2 classroom is avoided since it may interfere or even block students' L2 language production. However in this case it shows that when the student is given freedom to use L1 in their foreign language learning, it may help him to think creatively and imaginatively. From the essay, he uses the style more persuasively and various selection of vocabulary. Therefore, the use of L1 also motivates him in producing the English better especially in his writing skill.

CONCLUSION

One of the advantages that translanguaging offers students the ability to promote a deeper understanding of the subject matter. Through transferring thoughts using two languages, students will be able to stretch pre-existing knowledge. This will assist language learners' intellectual development by refining their ability to think, understand, and internalize information in two languages.: (Lewis et al, 2012, taken from Sandokji, 2015)

Based on the results above, there are some best ways offered for the students to apply translanguaging in developing their writing skills, such as by *using keywords in L1* especially in brainstorming the ideas. The teacher may instruct the students to list down all the keywords in L1 before they developed them into sentences.

The second alternative strategy is by giving the students freedom to develop their main sentences in L1. Make sure that they have a good sentence structure in L1 so it can help them in developing the ideas later. The students who use L1 in their prewriting, despite of being freed from challenging sentence structure in L2, they can also feel more creative and reduce their worries in producing errors.

The last one, is to let the students expressing their ideas even though it may look as a mixture of bilingual sentences or code-meshing. Later, once the students' language has developed, it will eventually influence and improve their English writing.

BIODATA

Magdalena Kartikasari was graduated from Atma Jaya University where I majored in Applied English Linguistics. Currently, I work as an English Lecturer for English Language and Culture Department at Universitas Bunda Mulia-Jakarta. For the past few years she has been concentrated on the field of language learning and teaching. Some of her research also discusses about translanguaging in the classroom such as teachers and students' perspectives and evaluating the approaches in language skills.

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EXTERNAL RATERS' FEEDBACK ON FINAL WRITING TEST: IMPROVEMENT FOR TEACHING WRITING IN SENIOR HIGH SCHOOLS IN INDONESIA

Murniati

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Abstract: The aim of this research is to use the feedback given by the external raters to improve the teaching of writing in Senior High Schools in Indonesia. The data is gained from 215 writing final test written by Senior High School students in Jakarta. All of the writing tests will be rated by external raters – they are 8 English lecturers working in a university – based on the analytic evaluation rubrics provided by the schools. After that, those lecturers should fill in the portfolio evaluation forms. The results are summarized and given to the Senior High School as the valuable feedback to improve the teaching of writing skills in the class.

Keywords: writing, test, feedback

INTRODUCTION

English language is being tested in Senior High Schools Indonesia to determine whether each student can graduate from school or not. One of the English skills being tested is writing skills. Due to the fact that writing skills is not included in the national examination, the test is composed by the schools themselves. To maintain its reliability, external raters can be invited to score the writing test. Bloxham & Price (2015) argue that external raters can maintain the standard of grading by “adopting quality assurance approaches” in academic setting. Elder, Barkhuizen, Knoch, & Von Randow (2007) argue that all external raters need trainings on how to grade certain papers. They can be given examples of papers and grade them. The results should be analyzed and discussed so that those raters have got the same perception. Harmer (2007) suggests that more than one rater is highly recommended to grade a paper to maintain its reliability. While grading, it is also important to pay attention to the rating scale, so that all of the writing paper will be graded by using the same standards. In short, the rating scale must have high inter-rater reliability (Richards & Schmidt, 2013). In addition to the rating scale used, Brown (2014) argues that the raters can also give some comments regarding the students' writing. The comments can elaborate each rating scale in detail. Instead of just circling the scores of the accuracy available in the rating scale, the rater can give personal

comments regarding each student' weaknesses and strength in word choices and collocation in English.

Katz (2012) argues that the results of the test reflect what the students have learnt in the class and how well they learnt it. Assessment must also reflect the specific teaching objectives. The results of the tests, therefore, can be used as an evaluation tool. In this case, the results of the tests serve as a needs analysis which is conducted after the performance Dudley-Evans & St John (1998). The teacher can determine the target situation analysis which can be used as the basis on how the teachers should teach writing in the next class. This research, therefore, aims to find out the results of the writing tests. The students' strength and weaknesses in writing should be analyzed. In the end, the external raters provide feedback served as the suggestions given to the school.

METHOD

The data was gained from the results of the final writing test written by 215 senior high school students located in Jakarta. The students had to write persuasive texts of at least 500 words which topics had already been prepared by the English teachers. Those written texts were later marked by the external raters working in a university by using writing rubrics which cover (1) attention grabber, (2) thesis statement, (3) accuracy, (4) sentence structure, (5) grammar and spelling, (6) capitalization and punctuation, (7) sequencing, (8) evidence and examples, and (9) closing paragraph. Each category was scored 10 points, except 15 points for the thesis statements and evidences and examples. The highest total point was 100.

To support the validity, Rater training was conducted before they marked the writing assessment. The external raters, who must have already taught writing class or have already supervised students' thesis, were given an example of paper. Having marked the paper; the raters were discussing the scores. In the end, they had already had similar perception on how to mark the students' paper.

After all of the papers were scored, an interview with all of those external raters was conducted to get more detail information about the students' weaknesses and strength in writing. The results had already sent to the schools in order that the school teachers could highlight the weaknesses and improve the quality of the students' writing in the next batch.

DISCUSSION

The results are presented in two parts – the science and social classes – since the English teachers teaching in social class are different from the ones teaching in science classes. There were four science classes and two social classes in the school. The overall results of the science classes which

consisted of 143 students and the social classes consisted of 71 students can be seen in the table below.

No.	Category	Science Classes Scores	Social Classes Score
1.	Attention grabber	B+	B
2.	Thesis statement	B+	C
3.	Accuracy	B+	A
4.	Sentence structure	A	B+
5.	Grammar and spelling	B+	B+
6.	Capitalization and punctuation	A	B+
7.	Sequencing	A	A
8.	Evidence and examples	A	B+
9.	Closing Paragraph	B+	B+

Table 1. The grade of the students

As can be seen above, in general, the science students had passed all categories since the minimal grade required by the school is C or 70 in numbers. The strong categories of science classes were regarding the sentence structure, capitalization and punctuation, sequencing, and the evidences and examples. It means that in general, the students had successfully used sentences in accordance to the acceptable format. In addition, the sentences had also used capitalization and punctuation correctly, even though it is limited to the full stops, commas, and the question marks. In general, all sentences were presented in order and connected between one to another. All data was presented with sufficient evidence and examples. Statistics were also used to support the evidence. Other categories revealed very good grades, showing that the teachers had successfully taught the students.

Unlike the science classes, the social classes had got A grades in two categories only, namely accuracy and sequencing. It means that the vocabulary used by the students was very good. The collocation was also mostly acceptable. The sequencing, similar to the science classes, was also very good. Other categories revealed very good grades. Unfortunately, the thesis statements had got C score. It means that the main ideas of the paragraph were not presented accordingly. Next, the attention grabber should also be highlighted for better results of writing. The detail comments are presented in the next paragraph.

In addition to giving scores, the external raters also gave the general comments for each category in the rubrics. As discussed earlier, the results are presented in general. In fact, there are 14 students whose score was B and below. The next paragraphs are presenting comments from the external raters about the students' writing in general, and specifically, for those 14 students. Some humble suggestions to the English teachers on how to teach each category of writing skills in the next batch are also presented.

Regarding the attention grabber, the external raters argue that the format used by the students was too rigid. Most of the students used interrogative sentences. In fact, statements can also be used to attract the readers to read more. Next, the attention grabber was sometimes not related to the next sentences. In the next classes, the teachers can perhaps provide more examples of attention grabber presented in several formats. In some texts written by social students, the attention grabbers are even not written; as a result, the texts are not persuasive.

The second comment about the written texts is regarding the thesis statements. The following comments and suggestions should be applied to the social classes. The thesis statements were, unfortunately, not always stated what the topic was. In many cases, the 'supposed to be supporting sentences' were actually other thesis statements. It means that the outline is not enough in order to elaborate the topic of the writing. The next case is regarding the single sentence supporting the thesis statement. It is absolutely not enough to support the main idea of the paragraph. The other case found is that the thesis statement is not related to the supporting sentences. Since thesis statement is really important, it is suggested that in the class, it should be highlighted in the class. For lower level students, the practice of thesis statements can be integrated with the reading skills.

Next, the raters' comments are about the accuracy of the texts. The accuracy here included the vocabulary used. Some technical vocabularies were found in science classes writing texts, but they were not really used appropriately. Next, some collocations were also found inappropriately. Those were mostly about verb - noun collocation and adjective - noun collocation. The vocabulary chosen by the students whose score was not really excellent, were still simple in terms that repetition of words was still found out widely in the texts. Moreover, Indonesian English vocabulary and collocations were still widely used. For example, instead of using 'performing a plastic surgery', the verb 'do' was used. The student wrote 'do a plastic surgery'. As a suggestion for teaching the next classes, authentic texts should be used as one of the materials in the English class.

The fourth category is regarding the sentence structure. It can be said that those 14 students presented almost all of the ideas in simple sentences. It is acceptable, but not really effective. For example, one of student wrote "The vegetable is healthy. It is also cheap". Those two sentences can actually be combined into "The vegetable is healthy and cheap". It is true

that complex sentences were used, but not too many. There were some cases when incomplete sentences were found in those long sentences. In this case, the teacher can introduce the participial phrases and appositives during the English lesson, embedded with reading skills.

Assessing written English texts in foreign language usually includes the grammar and spelling. One of the raters argues that the simple present tenses had already been used correctly in the texts. All of the raters, however, agreed that more than one tenses should be used, instead of simple present tense only. It seemed that the students could not differ between present perfect and simple past. Even though the focus was the results or achievement, simple past tense was preferably used, for example. Time signal in the past, which is supposed to be the focus why simple past is used, was not clearly written down by the students. In addition, it was found out that one tenses was used in one paragraph, while in fact, several tenses can be used. It depends on the context. Next, conjunctions were also incorrectly used. Many students used *or*, *and*, *but*, and *so* at the beginning of the sentence. The teacher can explain tenses in the class, embedded with the practice of the English skills. In this case, practicing the tenses should not be presented individually. At least two tenses should be included.

The next comment is regarding the capitalization and punctuation. The punctuations found in the texts were mostly full stop and question marks which are used appropriately. Comma was also found, but not really used appropriately. It mostly occurred when an adverb phrase was put at the beginning of the sentence, such as in “before the class the students have to pray”. It should be “before the class, the students have to pray”. According to the raters, other punctuations, such as dash, quotation mark, and exclamation mark should also be taught in the class. It is expected that the next students will use them while writing, so that the texts will be richer and more interesting.

The seventh category commented is regarding the sequencing. It refers to the coherence used in the texts. All of the raters said that idea of the sentences had already been related, but they could not be read easily, since the ‘bridge’ was not really clear. Ideally, one sentence is related to the next sentence. In addition, many students had forgotten to present the idea in logical order. For example, the one of the students wrote: “Modern technology also have disadvantage. Because it can give bad things to our life”. The focus of the first sentence is the advantage; it is expected that the second sentence is also talking about ‘disadvantages’, not about reasoning. The teacher is expected to teach the students by highlighting that each sentence is writing is interrelated.

The next category – the evidence and examples – which should be improved by the teacher in the class is presented. The students provided examples with no arguments supported. Many students tend to write thesis statement and the examples served as the supporting sentences. As a result,

the evidence written was sometimes not related to the topic of the paragraph. It is true that the examples presented strengthened the topic delivered in general, but did not really support the thesis statement or supporting detail in the paragraph.

The last category commented is the closing paragraph. It is found out that some students did not write down the closing paragraph. Having looked at the handwriting, which was a bit messier than the handwriting in the opening paragraph, the absence of closing paragraph might have been due to the limitation of time. It was also found out that the closing paragraphs were not actually a paragraph since it contained only one sentence. Other students had included the closing paragraph; unfortunately, it was somehow not related to the overall topics being discussed. It is suggested that the students in the next batch are taught about the time management.

CONCLUSION

In conclusion, the results of this research show that the students' writing in general is very good. However, there are some areas needs to be highlighted, such as the usages of thesis statements in the texts. The results also show that different classes have different results or grade. Therefore, further similar research can be conducted in different schools in different areas in Indonesia. The results of the research can be richer if the students can type the texts; more research area can be explored, such as the usages of clauses and phrases in the texts produced by students in Indonesia.

BIODATA

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THE VOICES OF PRIMARY STUDENTS IN EXPERIENCING COLLABORATIVE LEARNING TEACHING STRATEGIES

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Abstract: The purpose of this study was to find out the student's perspective on strategies of collaborative learning and difficulties or challenge in conducting it. This study adopted collaborative learning strategies for selected materials and activities. The activities were planned and managed purposely according to material in such a way to reach specific goal and skill. This study employed qualitative methodology by using interview from seven participants and in collecting the data. The participants were those who involve in the learning strategies context. The participants were students who sit in third year of secondary school. This study revealed that all participants were positive and accepted collaborative learning strategies. The participants had the activity very much. The participants reached achievement and progress socially, psychologically, academically, and motivated. The difficulties found laid on students adaptation on strategies and teacher's management on running the strategies

INTRODUCTION

Education has changed its curriculum to the new one. This curriculum is called Curriculum 2013 as it launched in 2013. The curriculum contains new model of learning, scoring system and goal competence of students. Curriculum 2013 was designed to welcome learning model of 21st century. In this curriculum all teachers are required to change their paradigm of teaching, from traditional teaching which refers to teacher's centered to the new model which will focus on students' centered. This is not as easy as upside down the hand palm. To do this, work hard is the only way to do. Learning model that focus on students' centered will involve all students to be actively in learning. There are three main goal of the government emphasize in this curriculum, namely; 1.) to raise students' competence in three aspects. They are cognitive, attitude and skill. 2). To raise teacher's

capability in teaching, and 3). to raise education level generally. To reaching all of the purposes there are some changes definitely for all aspects. One of them is learning model. To raise students competence, they have to be given a broadly place to browse and to grab the knowledge by themselves. Teacher's style in teaching should be changed Teacher should facilitate students with widely chance to make them creative, work, study manage and develop himself in grabbing knowledge and actualizing both individually and grouped For this, Students can't work alone solely and surfing knowledge by himself. They have to work together and need friends to do and finish the work. The most suit model in this learning is Collaborative Learning. In response the government's regulation, it is the teacher's responsible to make the learning model which basis to students centered with collaborative learning. Although the government has define a certain learning model for its curriculum, but it is opened for the teacher to develop any learning model to make the students can learn and master the knowledge by themselves. (.....).

In collaborative learning students have responsible to grab with the knowledge they have to find. Collaborative learning is contrastively differ with traditional or individual learning where students study passively and toss the responsibility of knowledge to the teacher. They just wait what to have from the teacher. They have less speech as they don't have much time, chance, and reason to speak. It make them lazy, passive and less enthusiastic. Definitely, this will make them less competence. This is the condition of most students that government needs to change.

As the teachers have been obliged to change their model of learning, it is teacher's responsible to design and develop their teaching and learning.

Junior High School 4 is one of school in East Borneo which applied Curriculum 2013 whereas not all schools in this city applied this new curriculum. Moreover the research dealing with learning model of collaborative learning in my school has never been conducted before.

COLLABORATIVE LEARNING

Experts in education describe collaborative learning in some perspectives, academically, socially, psychology and attitude segments.

According to Prince (2004) CL will refer to where students are working in group to accomplish the task on the instruction method. It means that student's activity is under the command of the instructor to achieve the goal. CL is a tool of social interaction among students or students to teacher to provide broader mutual benefits in learning and considered as one of the most important and effective way in studying (Swain, 1999). This premise reveals the tight developed among students to give benefit one another rather than knowledge achievement as the main point. CL is also a more effective method and tenet for study together by students (Jacob et .al, 2002). However, Bosworth 1994, (cited in Bakley, et.al 2005) extend at CL

is a skill that should be taught to students. They are interpersonal skill, group management skill, inquiry skill, conflict resolution skill, and synthesis and presentation skill. It develops more positive relationships between participants (Johnson & Johnson, 2005) and increase self-esteem, cohesiveness, and learning skills (Slavin, 2011). While Myers and John (1993) in Millis (2011) state that collaborative learning 'provide opportunities' for students to talk and listen, read, write and reflect as they digging to course content through problem solving exercises, informal small group, simulations case studies, role playing, and other activities, all of which require student to apply what they are studying. While Bruffee, (2009) argues that CL is indirect teaching whereas student set group to work to solve the problem, state the respond of consensus given by the teacher. In this context, CL educate students to teach themselves or break matters among them. Then (Barkley, Cross, Major, 2005) state more detailed that CL is intentional design of learning. The participants should really engage actively in working towards the works set by the teacher. It is closely with the base principle that the principles and techniques of cooperative learning are utilities that teacher use to boosted students to stay engaging in group to be active and participate with all members and giving a worthwhile thing one another (Jacobs and Hall, 2001). In this case Jacobs and Hall put the term as cooperative learning. Shortly, CL lies on task structuring (Baker, Cross, Major 2005). in this context CL is closely relate with tasks and assignments the teacher put on students to do. From those opinions, it is clearly stated that collaborative learning is a set of learning activity which is planned intentionally with such kind activities to be done in pairs or group to accomplish the task, to solve the problem, to grab information, to make a role playing or to do the project. As these works should be done together, students have to relate and engage one another. They may contact physically or mentally that could boost them to develop positive relationship among them. CL also educates them to become skilled interpersonally such as to manage conflict resolution, capability in inquiry, synthesizing and presenting information. Collaborative learning teach how to make students have deep comprehension on information and knowledge but also socially.

Researches on Collaborative Learning

Beside those experts opinions of Collaborative Learning, research on CL made by Storch (2005) in adult ESL students in Melbourne, Australia, found that pairs produced shorter but better texts in terms of task fulfillment, were grammatical accuracy, and complexity. The pair produced shorter but more complex sentence than individual. The feedback from student after learning showed that they were positive with the activity. While the study made by Emmer & Gerwels (2005), found that CL helps the teacher managing class more easily on practicing English and minimizing the chaos in the classroom. The teacher could have closer relation to students through

communication with them. It allowed teacher and students make contact a lot. While research in Circle geometry student in Nigeria showed that students have great ability in mastering concept in mathematic compared to competitive learning (Chianson et al. 2010). Then study of final semester of Vietnamese mathematic student using jigsaw asserted that students made great development on achievement and retention measures (Tran & Lewis 2012). Similarly, study taken place on primary student of Vietnamese resulted greater improvement on both achievement and retention of knowledge in psychology course than in control group (Tran 2014) In addition, Laal et al. (2013) outlined that CL contributes to potential advantages in social interest, psychological, academic and assessment benefits. For students, collaborative help them in many areas. It encourages to stolid and uncommunicative students to socialize with others in accomplishing the task, make up the confidence by speaking freely, memorizing the course well, repair relationship among peers, and thinking skill and responsibility to his own or other members.

Starting from expert books and findings of journals and the government requirements for teachers in its curriculum in enhancing education this study was conducted to enhance teacher's ability in teaching and student's capability and skill in learning.

The aims of this study were 1) to describe teacher's experience on carrying collaborative learning strategies in the classroom. 2) to describe the students' experience on collaborative learning strategies.

The major research question of this research was 1). What is the teacher's experiences on carrying Collaborative Learning strategies. 2) What are the student's experiences on collaborative learning strategies.

The significance of this study lies on describing the experience of the researcher's describing on how the implementation of Collaborative Learning strategies in Junior High School four in Samarinda. It was hoped that this study can give contribution on teaching and learning English further future for the researcher herself and other English teachers and the next research as well.

Collaborative learning in the classroom

This research was begun in the early 1st semester of grade IX. The researcher has prepared a set of preparation for the meetings. The teaching learning in or out of the classroom by employed collaborative learning for almost the sessions. The collaborative learning models used in the classroom were varies. They are Role Play, Buzz Group, TPS, Three Step Interview and Group Investigation. Those CL models were used alternately to suit with the topics need to be discussed. All the CL used in this research were based on the Barkley, Cross and Major's Collaborative Learning

Techniques.

In this context, the researcher needs to describe collaborative learning and what to do in the classroom with collaborative learning.

Role play

Students act out or assume character or identity they would not normally assume to accomplish the goal or aim of the lesson. This group model provides opportunities to student to experience emotional and intellectual exploration. This model taught students actively apply knowledge, skill and speaking abilities. The students engage to the group to play their part by acting out the imagination condition by neglecting their real situation to apply course concept and goal. The points of this model are to enable them to speak English and keep relation more closely, keep manage the group and interdependence one another. This model was to used to carry out Narrative Text.

Buzz group

Buzz group are team of four or six students that formed quickly to respond or answer to course questions. The groups make a discussion to the questions given then they have to share it to the class. Each group can have the same or different question. This group was used to explore the knowledge or grammar. In this research students use it to discuss such as to find the different use of Must, Have to and Should (modals), In order to, So that, To + infinitive, Agreement and Disagreement expression, The way how to give and respond Opinion

Think pair share

The terms usually shorten with TPS. The group contained two persons only and formed instantly. Their task is thinking of the concept or question or an opinion given by the teacher and have to share it to his/her pair .One person is given a a piece of question or a sentence, think it then share it to the pair Each pairs or person have to devise their response. For this model the teacher prepared a number of statements for each pairs and posed to them. The aim was asking the students' opinion of certain problem or statement intended

Three step interview

Students take turn interviewing each other and then report what they learn to the class or other people. The students were classified into two or three group. A, B, or A,B,C. Each student labeled with A,B,or C on her shirt so it can be easily recognized. Technically, student A interview student B and vice versa then each of them report information they get. The other technique is student A interview student B, then student B summarize response he gets to C. This student has to devise her/his

information to the class. When teacher involve three students in one group, there is only one student has or prepare information to be shared. But if the teacher involve only two students, A and B then each student should prepare his/her own information then they have exchange it each other. then each person has to report his/her pair information. For this research the researcher involved three students A,B,C technique in learning for exploring students' skill in speaking English. This would be more difficult as student had to take the information from the second source.

When student in second source give invalid information from the first source, then information should be shared and reported is invalid, too. For this, the researcher did not bother about their invalid information, but the main point was developing their speaking skill in English and did work. Another effect that might be embedded on this strategy was their skill in keeping relation and interdependence. For this strategy the researcher made Procedure material, in which students from group A should prepare their own procedure material such as food recipe, drink recipe, procedure to do something or manuals.

Group investigation

Originally, Group investigation is a group which contain to 4 or 5 people. This group plan, conduct and report on in-depth research project. However, in this context the researcher made this group to study intensely of a topic and found information and details in of material. as many as possible. Students learned and discussed in series of step and working in a certain of time frame. After students finished their discussion and found adequately information they had to seek, they might report them with presentation in front of the class. The point of this technique was to deepen the subject they learn and the braveness in speaking skill. Each group has chance to make presentation to allow the members practice their English This technique is used to discuss Label. They are Food label, drink label and Medicine Label and Advertisement. The point of this technique was asking students to deepen or search the points in those material detailed to be mastered. For this, the students had to browse from other sources like book, magazine, papers or internet and should be made into power point.

THE METHOD OF THE RESEARCH

The Method

The major aim of this study was to describe the researcher experience on implementing Collaborative Learning strategies on Primary students of SMPN 4 Samarinda. This study is phenomenology as this research studied what was the experience of an activity of a concept from participants' perspective of the phenomenon (Gay, Mill Airasian, 2006), Creswell (1998, 2014).

Without any intention to deceiving the participants, that this research

wasn't told to participant in advance before the strategy conducted to them. This merely because the researcher wanted the strategy could be applied purely and participant can engage into the activity naturally, freely and not superficial or act with vaguely attitude or manner. The researcher wanted the participants had great fully experience to the phenomenon and the activity was meaningful to them. The point was that the researcher need to know how the Collaborative Learning really work on them. However, when it was time for participants' selection, the researcher told them that they were on research and their voice were valued most to research and knowledge.

Participant selection technique

This study was conducted in the third year students of Junior High School 4 Samarinda. Even though there were nine classes but there are only two classes administered fully with Collaborative Learning during the research since these classes were considered would likely to be a perfect sample for in-depth activity and strategy being applied. (Patton, 1990). They are class IX.1 and IX.2. The sampling technique for the study is purposeful sampling. From those two classes, the researcher took only 7 participants (Creswell, 2014), states that sampling on phenomenology ranges from 3 to 10 participants. The participants were taken from both classes, IX.1 and IX.2. They are 4 from Class IX.1 and 3 from IX.2. They are 'criterion sampling' as they were all experienced in Collaborative Learning study (Creswell, 1998). The participants were also information-rich for in-depth study that could contribute in giving insight and intact understanding about the phenomenon. The participants are those who voluntarily and have willingness to make the time for the interview. There was no any force to participant to do the interview.

Data collection technique

This study took the data from interview. According to Creswell (1998); Gay, Mills, and Airasian (2006), interview is the primarily data that could not be obtained from other resource. The interview was conducted semi structured and open ended question. The researcher made an agreement for time and place with the participants for interviewing. The place we choose to do are school garden and office when school was over. This was purposed to make the interviewee feeling convenient and no hesitate to express their idea and premises in CL experiencing. We did interview in school garden in break time and in the teacher office done after school to avoid crowded, noise and disrupting from any other annoyances. All information gotten from interviewing was recorded with audiotape record. Before the real interviewing was conducted, the

questions first piloted to other respondents by questioning them to get feedback and see whether the questions make sense or not and need a revise (Creswell 1998; Gay.et.al 2006). The researcher did it twice.

Data analyzing

Prior to interpreting the interview recording into written transcription, the researcher put carefully listening on the recording to make sure that the voice was really in good condition and clear enough to be heard and enable to be transcribed.

The analyzing technique for the data was done using cross - interview analysis that is grouping answers of the common question from different participant (Patton, 1990). This method would be appropriate for open-ended question. After transcribing the researcher had code the data. In coding the materials, the researcher sort the data that belongs to the category for attitude of the topic being studied. (Creswell, 2014). Any information or words which is not so necessary to support the point of category of the phenomenon were discarded, Creswell ,(1997).

To keep the participants' confidential, all the names put in the data are pseudonym. The words of participants were translated verbatim and put as it is. Some of the interviews were made in group while others were individually. This was done to meet the participants' request for comfortable purpose as the researcher had to respect sites and disrupt as little as possible (Creswell, 2014). In this case site is not only place or environment but also participants.

Originally, the data interviews are all in Bahasa Indonesia but then transcribed and translated into English. The content and meaning in both languages more or less are the same.

EXPERIENCE OF COLLABORATIVE LEARNING AND FINDING

The following are interview data from participants.

Betty

Yeah. It increase a lot miss. Err...., so in collaborative study, we learned to express opinion, then the results were united. Became brave. If the first we were not brave to speak, but finally we were brave. (in expressing opinion and speaking). Knowledge, how to use sentence

From the interview Betty said that she was happy with the role she played and took apart in the drama performance that she could express her role in front of her friends and spoke. She is a quiet student. She was assisted with CL very much as she could ask words or the way to speak something before she uttered it to the class. She learned from her group. She also learned how to pose opinions to the class

Aulia

It is very beneficial, for exampleyeah, there are advantages miss. Drama. I joined it, I enjoyed t I like can perform at the front, then playing the role of the character in that story. Ehm, I, because I less in English I got a little trouble in it. So I must have a lot friends to ask the meaning of something Yea I think it may add vocabulary, for example if we forget or doesn't know, we can remind each other. For example, we have to say certain question like this, yeah. (we have to know how to ask and answer questions).

It did happen to Aulia, though she felt rather nervous, in playing drama, but visibly she enjoyed the role she had. She could express her chemistry of character she played to the audience proudly. She neglected her feeling of being awkward for her performance. Their confident rose up and their braveness developed gradually. Then when it was asked about the learning model of doing the given tasks, they preferred to collaborative since they can express the idea through

Anya

It is very beneficial, for exampleyeah, there are many advantageous miss, Because it is useless studying English if we less in practice . We only know the theory but we but we don't know how to speak. Besides, we can speak fluently. I get the knowledge not only from book and teacher but also from friends. I can adapt more easily from friend around. Then we can know what a good language/words to face certain friend. I can't see the friend just from outside. For example, a friend that usually like to yell and grumble by herself but in group learning she is kind and can sober down friends and more mature miss. Yes it is more educate, miss. Once there appeared a cleavage, but with collaborative learning we can be more mature, we can solve our problem with it. I did it. I was just happy with it.

However, Anya expressed more positive than Betty and Aulia She got much beneficial in collaborative learning. She tended to emphasize practice of using English in the classroom rather than theory or knowledge given. For her, CL was a good method where practice to speak English took place. Anya also stated that CL is also as place to grab knowledge, not only from books and teacher in individual learning. Besides, managed better socialize and made closer relationship with them.

Erni

So the benefit I get from group study is from friends. I can more understand study with friends than with teacher, yea. Another benefit is we can express opinion, then we can appreciate other opinion, yeah. But there is also a trouble in collaborative. For

example if we want to revise her opinion but she refused it, so we... like quarrelling. But it is for study.

Similarly, Erni explained that she had more understanding while studying with friends than with teacher. She can express ideas and vice versa. But the problem appeared when she had to assure her idea to make a unity but her peers won't and rejected, then they came into arguing. Yet, this was one of exciting experience. she was happy with it. and to have new friends come in her group (the group sometime randomly formed). From this she could learn a lot how socialize with a mission had to hold and made closer with them.

Jeny

For collaborative study I just like it. First, we can solve problem together and we can understand ourselves personality each other. But, honestly, I like individual learning. Because we don't have to listen other people and get in trouble. The class also is not bustling . because sometime we have different ideas with others.

Then Jane was just fine with CL and made an enjoyable experience with the activity. She got benefit for she could solve problem together in group. However she would prefer individual study to CL for honest. She is a competitive learner typically

Nanda

I think ... group study make me master the material more than usualcause we can share opinion or ideas with friends. It makes us work together. Yes we can appreciate different ideas from others. But we if there is other member doesn't present we will have double work. Beside if other member have different opinion, ...we have to accepted it and discuss to take final opinion. Yes... it is difficult sometime... if we have different ideas.

Ipang

Yes, if one member doesn't member come then other has to work it. Yes we often dependence one another. But it is also make us more skilled in speaking English.

While Nanda and Ipang did a lot comprehending dealing with the topic they learned as well as how to make a peace and acceptance toward the other member's different ideas although problems often appears in discussion. They were not only success building interdependence among members but also skill in speaking English.

CONCLUSION AND SUGGESTION

The evidences presented above has proved that collaborative learning supported the positive elements as Johnsons & Johnsons (1984) statements of positive interdependence, face to face verbal interaction, appropriate use of collaborative skill and group processing. The achievement can be seen on how students have to reveal his ideas, then the

other accept it, reject it or have to arguing one another in a group. They really involve in activity compelled them fall into sequence of self exploration and actualization for the goal they had to make. In developing social skills, it can be seen when they have to have big heart to accept other members' or groups' opinion wisely and openly. Through group work they can recognize their friends' character deeply. They can adapt appropriate words or attitude to certain friend. CL is also classroom exercise model more than how knowledge is established and maintained (Bruffee, 2009) student have more understanding when study with peer than with teacher and they had to 'teach' one another. They really learned how to teach and elaborate in reciprocal teaching. when they have presentation and had to teach the class. As Bosworth, (1994) argues that CL is a skill. It does work. Students become skilled in conflict resolution by keeping the unity of the group after quarrelling, then reconciled again to gain the main goal. Developed management skill by kept the group run on the track. Disunion and cleavage potentially appear in one group, but reunite come up on a peace to gain the goal is a big succeeds in managing their emotion. Students must do big efforts in strengthening and discouraging among members in presentation. They supported and taught one another on vocabulary, sentence and braveness. Significantly, the brave in presentation has suppressed shyness and enhance confidence. It can be concluded that collaborative learning is very much accepted by students and produce a lot of advantages for learning outcomes. The hesitation is lies on time consuming and classroom management.

CL is not as simple as witchcraft (Jacob & Hall 2002). The given tasks need hard effort both for teacher and students. Teacher should be patient in managing the class that potentially fall into chaos. Students may utter imprecisely sentence, opinions, next teacher must give chance other students to reveal their ideas. Then the class become bustling even noisy. To compromise with that condition, the teacher can role as facilitator, motivator, instructor and give them feedback. When sitting in group, there will be a big chance for students to play, chat and swerve from the main purpose. They could go into hitchhike, (Barkley et.al.2005). When this is happen teacher must control them for going back in to the basic goal. Next, in presentation course, all members in group should have chance to speak and present their discussion results. Though it will be much time consuming activity, but the result is worth because they have to express their ideas and speaking chance. It would need twice or more time allocated compared in individual learning. Consider only for hard and selected material and certain purpose for CL activity as collaborative learning is task structuring (Barkley et al. 2005). Students will do the work based on the given task and particular goal should be reached. Then, it is teacher's task on preparing match strategy to students based on ability that enable each student actively engage to the activity. Homogeneity and high competence group will have less difficulty in doing task. However, it won't happen to low competence students. Simpler and leading task to

ensure member can share to take part in the group. If possible, mix them would be better. Group and meet the student with those who they do not know well will make them socialize closely. In short, plan carefully task, activity and the goal according to material will manage it easier and minimize time consuming. It just needs teacher's intention and smartness in preparing the lesson well.

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PROBLEM-BASED LEARNING TECHNIQUE IN DEVELOPING STUDENTS' SPEAKING SKILLS IN EOP CLASS

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Abstract: This study had a purpose to find out the result of the implementation of Problem-based learning in teaching speaking for the Initial flight attendant students in Garuda Indonesia Training Center, Cengkareng Jakarta Barat. Problem-based learning (PBL) in its most current form originated in Medical Education but has since been used in a variety of disciplines at a variety of education levels. It is also challenging to implement the PBL in teaching speaking in English for Occupational Purposes (EOP) context, in this case English for the Flight Attendant or in-flight English. In-flight English focuses on the language and expressions used in-flight to communicate not only with the members of the airlines staff but also with the foreign passengers. Problems which are considered as the trigger of learning are gathered by interviewing the senior Garuda Indonesia flight attendants. Barrow's seven steps are then used as steps in implementing the PBL: defining problems, working in a small group, analyzing the problems, doing the brain storming, learning independently and practicing the dialogue regularly. The sample was selected by using simple random sampling and 24 initial flight attendant students were chosen as the sample. The data was collected from the interviews and observations and analyzed using qualitative data analysis. After implementing the PBL, the data showed that students' speaking skills had improved. Therefore, it can be concluded that implementing the PBL might support the existing theory on teaching speaking for English for Occupational Purposes.

INTRODUCTION

A flight attendant should have many qualifications; some of them are having strong communication and problem solving skills, especially in English. However, in reality communication problems often arise between the flight attendant and the passenger when synchronizing their ideas. In addition, inability to understand others' needs and misinterpret others' ideas

or questions may lead to a conflict. For example: when the flight attendant fails to convince the elderly passenger who sitting next to the emergency window to move or when the flight attendant fails to provide a clear and short safety briefing to the blind passenger.

After completing the recruitment process, the candidates of flight attendants are transferred to the Garuda Indonesia Training Center (GITC) for further training processes. The training generally lasts approximately 3 months and it is divided into two major parts, namely safety and service training. The major emphasis of the overall training is the safety training which become the main concern of all airlines. The safety training required to be completed first in order to obtain the flight crew license, then, to continue to the service training. Regarding the service training, there are many subjects that have to be trained during it, and English is one of the important subjects taught for 40 hours which emphasizes on pronunciation and speaking skill related to in-flight service and how to solve the problems.

However, as proposed by Chuanchaisit & Prappal, cited in Nguyet (2012) that after learning English for many years, students cannot communicate confidently or succeed to meet the demand to use English for their carrier,. This problem also become some of the common problems for flight attendant students in Garuda Indonesia training center. After being trained, their speaking skill is still under expectation. Further, She explained that some possible reasons for learners' inefficiency in communication are, the low levels of language proficiency, lack of vocabulary to express their ideas, shyness or lack of confidence, lack of environment for practicing and using English or simply lack of some necessary strategies to maintain a conversation.

In answering the problems mentioned above and dealing with time constrain therefore an innovative and accurate technique to prepare students for spontaneous communication is one of the biggest challenges for English instructors in Garuda training center. Unfortunately, for many years this training center has occupied the teachers-centered and subject-focused with less giving the students the real conversation practice in performing their duties. The English instructor do not give the opportunity either to develop the course and practice parts to face their problems as most of the models were taken from the books that were given by the English instructors. This condition leads to the situations where the students only passively read dialogues, drilled the expressions and performed them in role plays or simulations. Moreover, the teaching-learning becomes less challenging due to the use text book only.

Based on this reason, this research has developed a technique in teaching that can be used in developing the initial flight attendant students' speaking skills in Garuda Indonesia Training Center. Therefore the researcher introduced problems-based learning technique (PBL) to apply in the classroom.

PBL focuses the learning to student-center which is supported by Bighell (2010): “Problems-based learning shift the focus of learning from the tutor to the student with the student in control of his/her own learning under the guidance of the tutor”. By controlling their own learning the students can actively practice the conservation without any hesitation to create their own models but still under the tutor control. The learning process in PBL class starts with problems as Fogarty (2010) explains that “Problems as the basis for depth learning where collected from real-life problems that ill-structured which are sometimes complex and with a number of interrelated concerns. Problems and how to handle them are very crucial matters in PBL. The problems chose have to be related to the area of learning, in this case in-flight problems, how to handle the passengers before taking-off, during flight and after landing.

Learning process in PBL class will start with exposing the students with problems which are collected by interviewing the senior flight attendants to get the real-life problems. Then, in a small group consists of four students, the problems analyzed, after the brainstorming and reviewing other related knowledge, the students start to create the dialogue models and practice regularly.

METHOD

This research was conducted at the initial flight attendant students’ English class, in Garuda Indonesia Training Center, DuriKosambi, Cengkareng, west Jakarta. The participants are the initial flight attendant students with age around 19 to 25 years. They have a wider range of live experiences and knowledge to drawn on. Most of them have been exposed to English more than for six years in the formal education where the emphasis is not on communication. All of them are high- motivated, discipline and have clear understanding of why they have to learn and are able to sustain their motivation.

Class Action Research (CAR) was conducted for three cycles which implemented Barrow’s seven steps, as follows : In this first step the researcher did the interview part I by interviewing 10 senior flight attendants to get the most common communication problems when interacting with the passengers in the real working condition; while the other instructor, Mr. Uton was teaching, the researcher did the class observation to assess the students speaking skills as the initial assessment to get the starting data of the students’ speaking skill; then, the researcher as the tutor implemented the Barrow’s steps in three cycles, each cycle took ninety minutes. The Barrow’s steps (1996), applied are as following: defining the problems; then dividing the class in small groups consisting of four; analyzing the problem; brain storming and discussing; learning and practicing independently; and the last step was one group had to simulate the dialogue in front of the class and the other students were listening and giving suggestion or making correction if necessary; the next steps while

conducting the PBL class in cycle one, two and three, the researcher did the observations when the students were performing the dialogue with partners. Recording and video-tapping was conducted to get the data. Then, transcribed, analyzed and categorized based on the students' errors in conceptual, lexical, syntactical and phonological point of views. Further, the students' errors in cycle one, two and three were compared to see the development; the last steps, after doing the cycle three of the PBL class has been done, the researcher did the interview part II to investigate how PBL can be used to develop their speaking skills.

RESULT OF THE DATA ANALYSIS AND DISSCUSSION

What are the common communication problems encountered by the flight attendant when interacting with passengers in the real working situation?

This first research question was answered by conducting interview part I which was done before the training schedule begun. The participants of this first interview were 10 senior flight attendants who had 5 years working experiences to get various descriptions of the common communication problems when interacting with the passengers. The data obtained divided in three categories, namely, common communication problems occurring before taking-off, during flight and after landing, which are described as follows:

1. The most common communication problems occurred before taking-off are double sitting problem, seat changing, mobile phone using and large baggage managing.
2. The most communication problems occurred during flight are problems during sales on board and meal serving.
3. The most common communication problems occurred after landing are mobile phone using and asking and giving information.

How problem-based learning can be used to develop the learners' speaking ability?

This second research question was answered by conducting the interview part II that was proved by documentation. The result of the interviewed was that problem-based learning (PBL) can be used to develop students' speaking skills because of the opportunity to do many practices that make them to be more confidence in speaking; learning in a small group consists of four students makes them to be more active in speaking, avoid shyness and also motivate them to practice dialogue more often; learning in enjoyable class environment can help them to be more relax and comfortable that will make them to be more active and brave to speak; having spontaneous reaction in facing the real problem make them more fluent in speaking; exposing by real-life problems can describe the real working situation to prepare their readiness in interacting with the passengers; having critical thinking and problem solving skills can help

them to solve the problem in a quick way; relating with other knowledge can help them to prepare their selves to be able to speak confidently; and the tutor existing to direct and guide them and also to choose the challenging problems, divide the class in a small group, is very important in order to make the teaching learning process runs actively and smoothly.

How does the development of the students' speaking skills to overcome the communication problems when interacting with the passenger?

This research question was answered by conducting four class observations. The data obtained from the four class observations were in the form of short duration of video clips and audio recording. The data then, transcribed and analyzed based on the students' speaking errors in some point of views, namely: conceptual error involves an unclear idea or message stated by the speaker; lexical error involves inappropriate choosing words, syntactical error involves inappropriate grammatical rules, such as word order, subject verb agreement; and the phonological error involves inappropriate in pronouncing words.

However, in the second, third and fourth observation the researcher also observed the politeness errors because politeness became one of the important things in a formal dialogue when interacting with the passengers. Thus, in the third and fourth observation, the body language errors also observed as the teaching and learning conducted in the cabin mock-up or like-real situation where body language needed to be applied when interacting with the passengers.

First Observation

This observation was conducted on the first day of the training to identify the students' general level of English proficiency; high, medium and low level. The data also used as basis of grouping process. The result showed that there were six conceptual errors, four lexical errors, twenty five syntactical errors and four phonological errors.

Second Observation (Cycle one of PBL class)

This second observation was conducting as the cycle one of PBL class. The result showed that there were two conceptual errors, two lexical errors, nineteen grammatical errors and zero phonological errors and nine politeness errors.

Third Observation (Cycle Two of PBL Class)

This third observation conducted the in the cabin mock- up to expose the students to the real working condition. The result showed that there were three conceptual errors, two lexical errors, thirteen grammatical errors and zero phonological errors and zero politeness errors and zero body language error.

Fourth Observation

In accordance with the third observation, this observation conducted the in the cabin mock- up to present like-real working condition. The result showed that there were two conceptual errors, one lexical errors, one grammatical errors and zero phonological error and zero politeness error and one body language error.

Based on the four observations data above, the development of the students' speaking ability to solve the common problems when interacting with the passengers can be identified as follows:

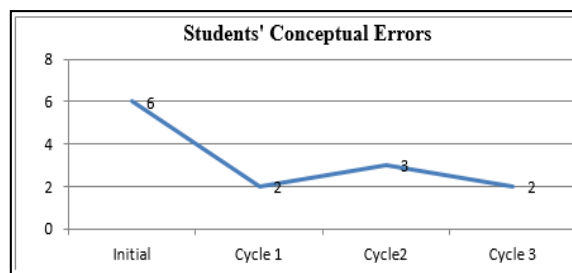


Figure 1. Students' Conceptual Development

Figure 1. showed that the student's conceptual errors in speaking decreased, from six to two errors. Therefore it can be said that the initial flight attendant students' speaking skills in the term conceptual point of view has developed.

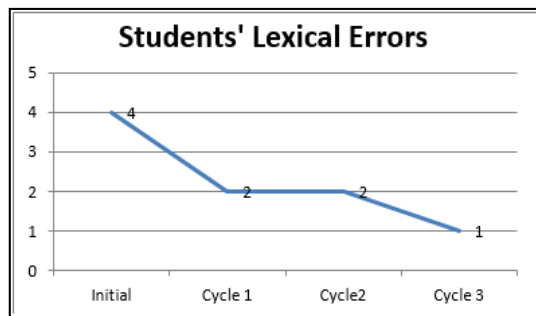


Figure 2. Student's Lexical Development

Figure 2. showed that the students errors in lexical point of view decreased, from four to one. This, indicated that the students' speaking skills in the term of lexical point of view has developed. In line with the second research question this development might be caused by many factors, such as intensive exposure of the real situation and students motivation to practice as often as possible and tutor guidance in correcting the lexical errors .

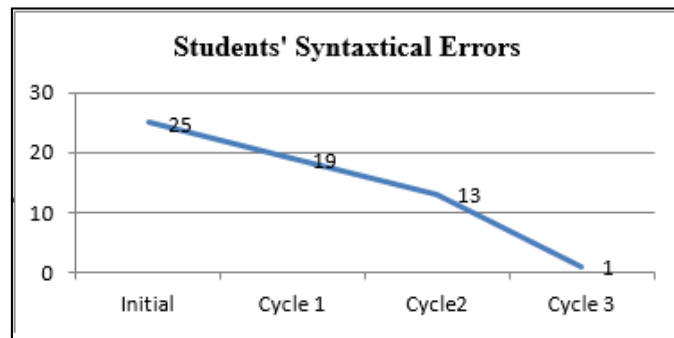


Figure 3. Students' Syntactical Development

Figure 3. showed sharply decrease in students' syntactical errors. Strating with twenty-five errors in the initail observation to only one error in the last observation. It indicated that the students' speaking skills in the term of syntactical point of view has developed. The development might be caused by the students' self awariness of grammar increased sharply.

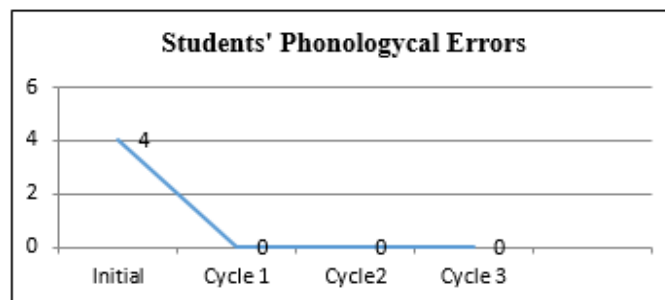


Figure 4. Students' Phonological Development

Figure 4. showed that the phonological errors decreased. This situation indicated that the students' speaking skills in term of phonological point of view has developed. It can be seen that from the three cycles the phonological errors remained in zero point.

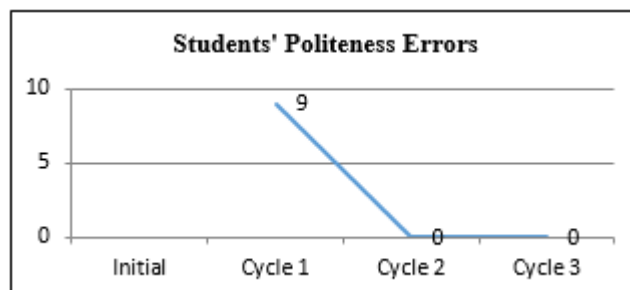


Figure 5. Students' Politeness Development

Figure 5. showed that politeness errors decreased. This situation indicated that the students made progress in the term of politeness.

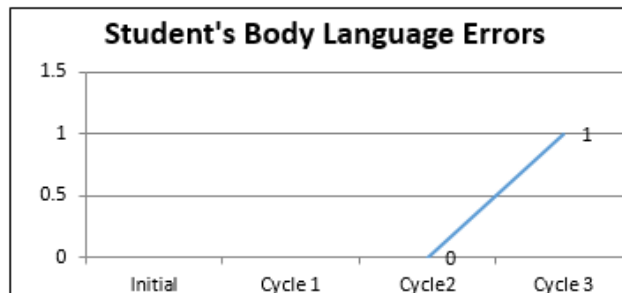


Figure 6. Student's body language Development

Figure 6. showed that students errors in term of body language applied increased. This situation indicated that one students made error in body language.

Discussion

It was found that there were some communicating problems that commonly occurred in the situation of before take-off, in-flight and after take-off, that should be faced by the flight attendant in the real working situation

PBL can be used not only to develop their speaking skills but also problem solving skills, critical thinking and self-confidence. Further, PBL can be used to develop the students' speaking skill because of the opportunity to do many practices that make them to be more confidence in speaking; learning in a small group consists of four students makes them to be more active in speaking, avoid shyness and also motivate them to practice dialogue more often; learning in enjoyable class environment can help them to be more relax and comfortable that will make them to be more active and brave to speak; having spontaneous reaction in facing the real problem make them more fluent in speaking; exposing by real-life problems can describe the real working situation to prepare their readiness in interacting with the passengers; having critical thinking and problem solving skills can help them to solve the problem in a quick way; relating with other knowledge can help them to prepare their selves to be able to speak confidently; and the tutor existing to direct and guide them and also to choose the challenging problems, divide the class in a small group, is very important in order to make the teaching learning process runs actively and smoothly.

The four observations conducted in this research are aimed to observe the day by day students' progress in speaking.

The first observation started on the first day of the training where the focus was on the students' speaking errors in the term of conceptual,

lexical, syntactical and phonological. The finding showed that syntactical or grammars errors occupied the highest point. This might be caused by lack of exposure of English as the facts showed that all of the students exposed by English only on their formal school where most of the participants graduated from the Senior High School. Besides they thought that accuracy is not in their priority or they unaware of the grammar.

In the second observation, grammar errors still occupied the highest point although it decreased slightly. Politeness became one of the consideration in this and the following observations because to build an in-flight dialogue, between flight attendant and passenger, polite language is needed.

The third observation conducted in the cabin mock-up where the situation is like-real condition. Body language, such as performing eye contact, kneeling position and charming face, added in this third observation because the situation on the cabin mock-up was like-real condition where body language needed to perform when interacting with the passengers. The findings showed that although decreased, grammar errors still occupied the highest point, 13 errors. It meant that the students' speaking skills in the term of grammar developed slightly. In term of body language, students made zero errors.

The findings of the fourth observations showed a highly decreased in grammar errors. This conditions indicated that the students' speaking skills in the term of syntactical had developed. Not only the syntactical term but also lexical, phonological, conceptual and politeness terms increased slightly. In the other hand the body language errors had increased one point. It found that one student did not apply eye contact, kneeling position or charming face, when interacting with the passengers. After being examined deeply, it was found that this student was a slow-learner and she was not active in the class.

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CONCLUSION

In accordance with the research findings of the data analysis the students' speaking skills in the term of contactual, lexical, syntactical, phonological, politeness and body language point of views have showed a good progress or development. Thus, it can be said that problem-based learning technique can be applied to develop the initial flight attendants students' speaking skills.

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A NEEDS ANALYSIS RESEARCH OF ENGLISH DEPARTMENT STUDENTS AT BORNEO UNIVERSITY OF TARAKAN

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Abstract: This study aimed to conduct a need analysis to examine the English Department Students' needs for the innovation of the ELT curriculum of Teacher Training and Education Faculty of Borneo University. A triangulation research method was followed in the present study. Data was collected by using two different instruments: interviews and questionnaires. The items in the questionnaires and interviews addressed different issues related with students' needs, wants and lack, in other words the focus was basically on the importance and effective use of learning strategies related to four basic language skills in foreign language learning.

Keywords: Needs analysis, curriculum innovation, language learning skills

INTRODUCTION

The teaching of language has its own goal in the learning process started from elementary until university level. A major goal of all English language teaching should be enable learners to use English effectively, and as far as possible accurately, in communication. Memorizing language form and rules is valid as a short-term objective, but not as a main goal. Davies (2000) finds some immediate objectives will not be communicative in themselves, but should clearly contribute to the development of communicative ability. Learners should feel there is a worthwhile purpose to each activity and the whole course. Among the most important objectives of every lesson is engaging the learners' attention and interest.

The objective of this research is to describe the needs of English Department Students of Borneo University Tarakan especially their needs related to language learning skill. The results are used as one of important points in curriculum review and development. According to Yalden (1987), setting up a course implies a skillful blending of what is already known about language teaching and learning with the new elements that a group of learners inevitably bring to the classroom: their own needs, wants, attitudes,

knowledge of the world, and so on. Meanwhile, Wheeler (1970) explains the curriculum process consists of five phases: 1) the selection of aims, goals and objectives, 2) the selection of learning experiences calculated to help in the attainment of these aims, goals and objectives, 3) the selection of content through which certain types of experience may be offered, 4) the organization and integration of learning experiences and content with respect to the teaching-learning process, and 5) evaluation of the effectiveness of all aspects of phases 2, 3, and 4 in attaining the goals detailed in phase 1.

Grier in Akyel (2010) attempted to integrate needs assessment with curriculum development. He states that in order to develop curricula of quality, developers must have valid information on which to base their curricular decisions. The various methods of needs assessment are valuable tools that provide curriculum developers with this information. By integrating needs assessments in their curricular decisions, curriculum developers can select options that benefit both the learners and society. In line with this statement, Richards (2001) also explains that the needs analysis is one of the basic assumptions of curriculum development are that a sound educational program should be based on an analysis of the learners need. A variety of procedures can be used in conducting needs analysis and the kind of information obtained is often dependent on the type of procedure selected. Since any one source of information is likely to be incomplete or partial, a *triangular approach* (i.e., collecting information from two or more resources) is advisable. In conclusion, needs analysis will be useful to determine the goals of teaching and learning program. It is the first essential step in course design and it provides relevancy for all course design activities.

Needs analysis was introduced into language teaching through ESP movement. From the 1960s, the demand for specialized language programs grew and applied linguists increasingly began to employ needs analysis procedures in language teaching. Nation and Macalister (2010) state that needs analysis is directed mainly at the goals and content of a course. It examines what learners know already and what they need to know. According to Hutchinson and Waters (1987) needs analysis is the first procedure conducted in the process of the course design. It is the process to find out and define students needs in their learning process. They also make distinction between “target needs” (ex.: what the learner needs to do in the target situation) and “learning needs” (ex.: what learner needs to do in order to learn). Further, they subcategorized the target needs into “necessities”, what the learners have to know; “lacks”, what the learners know; and “wants”, what subject the learners want. Furthermore, Graves (2000) states the important of needs assessment in designing language courses. Essentially, needs assessment is a systematic and ongoing process of gathering information about students’ needs and preferences, interpreting

the information, and then making course decisions based on the interpretation to meet the needs.

In addition, needs analysis can be evaluated by considering its reliability, validity and practicality (Nation & Macalister, 2010). First, reliable needs analysis involves using well-thought-out, standardized tools that are applied systematically (e.g., using observation checklist, recording and applying standardized analysis procedures). Second, valid needs analysis involves looking at what is relevant and important. Therefore, before needs analysis begins it may be necessary to do a ranking activity to decide what type of need should get priority in the needs analysis investigation. Lastly, practical needs analysis is not expensive, does not occupy too much of the learners' and teachers' time, provides clear, easy-to-understand results and can easily be incorporated into the curriculum design process. It can be concluded that needs analysis is very important to ensure that the course will contain relevant and useful things to learn.

METHOD

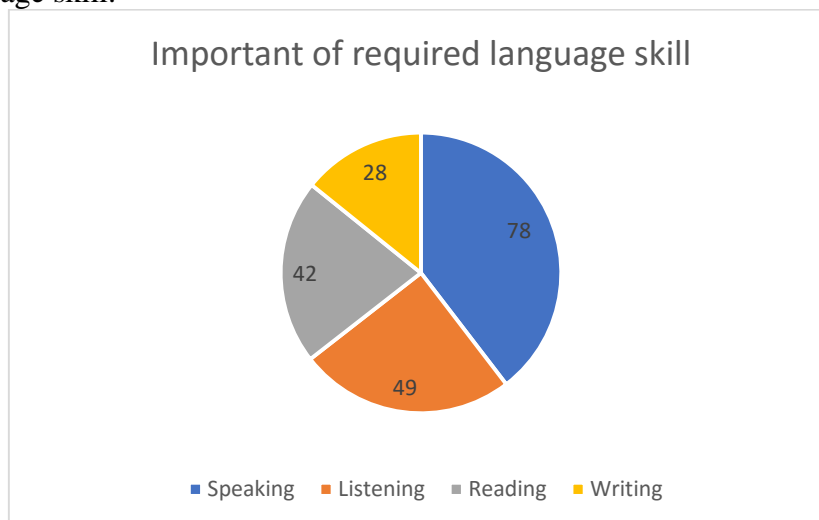
The method used in this research was descriptive-qualitative which is intended to analyze the results of needs analysis of English Department students. Bogdan and Biklen (2003) propose five characteristics of qualitative research such as: qualitative research has the natural setting as the direct source of data and the researcher is the key instrument, qualitative research is descriptive, qualitative researchers are concerned with process rather than simply with outcomes or products, qualitative tend to analyze their data inductively, and meaning is of essential concern to the qualitative approach. The subject of this study is the students in English Department of Borneo University of Tarakan. There are a hundred students filled the questionnaires and ten lecturers were interviewed by the researcher. Types of instruments used in this study were in the form of questionnaire and interview guideline. The questions of needs analysis questionnaire were in the form of multiple choice. It consisted of thirty questions. The purposes of the question in the questionnaire were to find out the target needs and learning needs of students. The interview guideline also was used to get the information about the students' needs and interest in studying the courses in English Department.

DISCUSSION

The students are the first, second, and third year students in English Department of Borneo University of Tarakan. They come from some districts in North Kalimantan and other province with different level of competence. The students also had different purposes when they chose to continue their study in English Department. There are 53% students prefer

to be English teacher, 29% as edu-preneur, 30% as translator, and 10% as tour guide. The first description of this needs analysis research is about target needs. Target needs can be classified into three aspects; students' necessities, lacks and wants as proposed by Hutchinson and Waters (1987).

The first component is the students' necessities. It is the type of need determined by the demands of target situation where the students will use the language. It also provides information about the students' reason in learning English. Based on the results of needs analysis, it was found that there are 44 students who stated their needs in learning English at present is as the preparation for getting a job and to take TOEFL examination, 43 students need to speak or express their opinion, 32 students need to read and understand the textbook or journals, 30 students need to understand spoken utterance, 24 students need to express their opinion in written form. The results about their purpose in learning English for the future or after graduation, there are 76 students who needed to speak fluently in daily conversation, 39 students preferred to understand novel, film, ad song, 29 students preferred to participate in a conference, 27 students preferred to translate documents, 12 students preferred to read some references, and 9 students preferred to write a report and application letter. The following figure is about the students' choice regarding the most important required language skill.



From this figure, it can be seen that there are 78 students who thought that speaking skill is the most important for them, 49 students preferred listening skill, 42 students preferred writing skill, and 28 students preferred reading skill. Based on the data above, it can be concluded that the students mainly needed courses that help them to communicate in English especially for daily conversation and at their work place.

The second component is the students' wants. It is about what the students wish to learn or as the input in the materials. Some questions associated to the input are provided on the questionnaire. Kinds of courses that needed to be learnt by the students in English Department are various, they are some required and elective courses. There are 63 students chose courses related to competency (English skills and research), 37 students wanted teaching and learning theory, 27 students wanted personality development, 26 students wanted teaching practice and community services.

The courses related to the competency of the students in English Department, there are 70 students chose English Language Skill, 33 students chose English Linguistics, 30 students chose English Language Teaching, 21 students chose English Literature, and 9 students chose Research Component.

The learning objectives about English skill courses related to the work field that students want were various, there are 68 students preferred for speaking, 61 preferred for understanding the conversation, 31 preferred for reading, and 19 students preferred for writing text.

The topics in learning materials that students want were different, there are 55 students who needed general and specific topics related to the work field, 43 students needed general topics (daily conversation), and 27 students chose specific topics.

Input for listening materials in the learning process, there are 46 students who needed monolog or dialog from video, 37 students chose monolog or dialog from audio, 30 students preferred monolog and discussion from the lecturer, and 29 students preferred monolog or dialog from their friends in the classroom.

About the input for speaking materials in the learning process, there are 50 students who needed to learn language function, 46 students preferred word intonation and pronunciation, 36 students preferred description of daily activities, 34 students preferred identification the information from monolog or dialog.

Input for reading materials in the learning process, there are 49 students who needed text related to daily activities, 46 students preferred text related to academic field, 24 students preferred main course books, and 16 students preferred internet text.

Regarding the input for writing materials in the learning process, there are 47 students who needed the example of paragraph and essay, 42 students preferred kinds of sentences, 37 students preferred the example of functional text, 33 students preferred the academic text.

The last component is about the students lacks. It means the gap between what they can do in language learning and what they need to do in the target situation. Some questions about the difficulty of students in each English skill are also provided in the questionnaire. The question related to

the most difficult skill for the students, there are 55 students chose listening, 43 chose speaking, 42 chose writing, and 14 students chose reading.

The question about the difficulty in listening, there are 56 students who felt difficult to understand implicit information, 47 students felt difficult to predict the content in monolog or dialog, 32 students conclude the spoken text, 23 students felt difficult understand oral instruction, 15 students felt difficult to differentiate facts and opinion, and 10 students felt difficult follow discussion session.

The question about the difficulty in speaking, there are 51 students who experienced difficulty in doing presentation, 46 students experienced difficulty in expressing opinion, 27 students experienced difficulty in giving relevant questions, and 27 students experienced difficulty in participating in the class discussion.

The question about the difficulty in reading, there are 49 students who felt difficult read the text quickly to get general information, 45 students felt difficult to understand the meaning of the words based on the reading context, 26 students felt difficult to get detail information from the text, 24 students felt difficult to understand main idea of paragraph and the writer's purpose, and 14 students felt difficult to get the conclusion from the text.

In writing skills, there are 60 students who experienced difficulty in selecting the right diction, 35 students experienced difficulty in and essay writing, 23 students experienced difficulty in summarizing information, 16 students experienced difficulty in paragraph writing, 12 students experienced difficulty in describing a phenomenon, and only 4 students experienced difficulty in writing simple sentence.

The second description is about learning needs. It deals with some task components. They are activities, setting, teaching media, learners' role and lecturers' role.

For listening activities, the data shows that there are 46 students preferred to identify the people, place and time in the monologue or dialogue, 34 students preferred to identify the expression in the monologue or dialogue, 29 students who needed to discuss the content of monologue and dialogue, and 27 students preferred to answer the question orally from the monologue or dialogue.

In terms of speaking activities, the result of needs analysis shows that there are 56 students preferred to do role playing or drama, 46 students who wanted to practice dialogue based on the situation given, 26 students preferred to do individual or group presentation, and 23 students wanted to discuss in small group.

In relation to the reading activities, there are 63 students who needed to read the text correctly, 41 students preferred to identify the meaning of new words. 19 students wanted to translate the sentences in the text into Indonesian, 22 students preferred to discuss the features in the text, and 18 students preferred to read the text then answer the question.

For writing activities, the data shows that there are 51 students who needed to arrange the words into right sentence, 45 students preferred to identify and correct the wrong sentence pattern, 38 students preferred to write the same text based on the input of the text given, and 36 students preferred to identify and correct the wrong punctuation in the text.

The question about vocabulary activities in the learning process, there are 16 students who needed to match the words with the picture, 40 students preferred to complete the sentence or paragraph with correct words, 54 students preferred to find the meaning of the words based on the context, and 22 students preferred to complete the sentence with their own words.

The students are also asked to choose the grammar activities in the learning process. The results showed that there are 60 students who needed to write the sentences based on the pattern, 44 students preferred to identify the wrong pattern of the sentences, and 29 students preferred to write the correct pattern of sentences.

The question about pronunciation activities in the learning process, there are 53 students who needed to get phonetic transcription for difficult words, 66 students (27%) preferred to repeat the pronunciation of the word, and 30 students preferred to read aloud the words with phonetic transcription.

The results about the way of students work to make them enjoy the teaching-learning process showed that there are 52 students who needed to work in groups, 36 students preferred to work in pairs, 28 students preferred to work together with all the students, and 39 students preferred to work individually.

Regarding the teaching media used by the lecturer, there are 74 students preferred LCD, 57 students wanted Video, 55 students chose audio, and 47 students preferred e-learning. Meanwhile, the question about teaching method of the lecturer in the learning process, there are 66 students chose discussion, 33 students chose presentation, 15 chose work individually, and 8 students chose lecturing.

To make the students enjoy the teaching-learning process, the researcher also considered about the lecturer's role in the classroom. There are 66 students who wanted the lecturer to give the example first, 50 students wanted the lecturer use bilingual language, 39 students preferred to discuss the answer of the question given, 18 students preferred to go around and observe the students' work, and 12 students preferred the lecturer use full English in the classroom.

Regarding the assessment model during the lecturing, 56 students preferred multiple choice, 43 students needs project, 36 students chose presentation, 28 wanted essay test, and 5 students chose portfolio.

CONCLUSION

The results show that there are various of students needs in English Department. The results of the investigation indicated the need for encouragement of the students to use effective learning strategies in an English language education program and it can be helpful to develop the learning outcome for some courses. Furthermore, the data also can be used for the curriculum development in English department such as; to find out what language skills a learner needs in order to perform a particular role, to help determine if an existing course adequately addresses the needs of potential students, to determine which students from a group are the most in need of training in particular language skills, to identify a change of direction that people in reference group feel is important, to identify a gap between what students are able to do and what they need to be able to do, to collect information about a particular problems learners are experiencing. Finally, a research and development is needed to be conducted in order to develop the educational products, like curriculum, syllabus, text books, instructional media, modules, assessment instruments, etc.

BIODATA

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DEVELOPING TEXT- BASED SYLLABUS AS AN ALTERNATIVE TO DEAL WITH CURRICULUM DESIGN FOR ENGLISH DEPARTMENT STUDENTS WHO HAVE DIFFERENT CHARACTERISTICS

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Abstract: This paper present some ideas about an approach of how to develop English Curriculum for the English Department in a university. Lecturers within an English Education Department in a university usually have a freedom in teaching. Each lecturer of skill subjects commonly has different material from one to another in term of the theme /topics and language forms. In this situation, the students have to learn a lot of things. For proficient learners it does not matter but less proficient learners will find it hard to cope it. Instead, they will forget it. They need a lot of English exposure and very good teaching. There should be integration in material development among the four skills- listening-speaking-reading and writing. The curriculum is possibly based on an approach namely Text based Syllabus Design (Feez, 1998). In the approach, the teaching material starts with a topic which is followed by situation and then the text-types which involves all skills of English. The course objectives involves the study of the topic, context, language forms/knowledge required and language tasks/activities in each skill, either in listening, speaking, reading and writing subjects. In the teaching and learning activities students are encouraged to use IT involving language learning strategies.

INTRODUCTION

The design of English curriculum determine the success of the learners in any level of education. There are various designs introduced by many authors. Each has weakness and strength though it depends on the learners themselves. Good learners will develop their own ways of learning a foreign language (O' Mallley and Chamot, 1990) in any approach in curriculum.

Instructional material generated from curriculum design is the key aspect for the success in language learning. It is what the learner have to learn. Unless it is well – prepared and well organized, the learners will fail or at least will not be successful in developing their English competence due to their difficulties in acquiring English knowledge.

Lecturers within an English Education Department in a university usually have a freedom in teaching. Each lecture of skill subjects commonly has different material from one to another in term of the theme /topics. In a listening class a lecturer has a topic “health” while in speaking subject of the same semester, it is about “ education” within a week. The reading class in a certain week is about tourist objects while the writing class the students are supposed to write about weather.

In this situation, the students have to learn a lot of things. For proficient learners it does not matter but less proficient learners will find it hard to cope it. The material will not be internalized soon. Instead, they will forget it.

Some of our English department students in universities are not very proficient. They are thought of as slow learners and do not have a good power in focusing themselves in their study. That is why their long and short term memory are not very well developed.

In the effort to enhance the teaching material, this paper is to propose an approach which is suggested to be applied in the development of English curriculum in English departments in a university, namely task-based syllabus.

ENGLISH CURRICULUM

Brown (2000) states that English curriculum is a design for carrying out an English language program in an educational institution. The program will be characterized by several features namely specification of linguistic factors, subject matters, objectives – such as topics/themes, sequencing and materials to meet the needs of the learners. It needs to present the linguistic factors such as the scope of the vocabulary, structure and language functions.

An English curriculum needs to have some factors to accommodate all the criteria of material development for the learners to learn. Curriculum model proposed by Nation and Macalister (2010) consists of three outside circles and a subdivided inner circle. The outside circle posses principles, environment and needs which contains practical and theoretical considerations that will have a major effect in guiding the actual process of course production (Nation and Macalister, 2010). In the centre of the inner circle, it has the goal. After the goal, the inner circle has (a) content and sequencing of the material (b) format and presentation (c) monitoring and assessing.

As observed in the model, the environment consists of learners, teachers and the situation. The three parts shows that the three constraints will give an impact on the development of curriculum. Thus, they must not be ignored. It is the learners who will get all taught and it is the teachers who will act on the learning process.

The learners' constraints are such as how old they are, what do they know, do they need English for a special purpose, do they have preferred ways of learning (Nation, 2010). The ways of learning should be taken into consideration. Motivating activities are necessarily involved and in which relevant topics and recycle activities are supposed to be preferred by many learners particularly learners of low proficiency.

LEARNERS DIFFERENT CHARACTERISTICS

Learners of English are of various characteristics. This is about their quality in learning English referring to their capacity in learning language. Some learners are fast learners and but some are slow. Some classes consists of proficient learners and some others consist of less proficient ones. Other classes have both groups of characteristics. Teachers should be able to take the benefits of having students of different characteristics in their classes.

Some learners are found out as proficient and less proficient. As found out by Jixan Pang (2008), poor readers are word bound not because they lack top-down skills, but instead because they lack sufficient large vocabularies and automaticity in word recognition skills. Another finding about less proficient learners are discovered by Iverson(2005) in his thesis about language learning strategies. It is stated that low proficiency learners are likely to use strategies such as repetition, note taking, translation, imagery and elaboration. Good readers has some characteristics as described in Jixan Pang (2008). They have automatic and rapid word recognition, automatic syntactic parsing and semantic proportion formation. It is clear that less proficient learners need repetition, note taking and elaboration. It implies that they need anything repeated. Some learners are found out as proficient and less proficient. As found out by Jixan Pang (2008), poor readers are word bound not because they lack top-down skills, but instead because they lack sufficient large vocabularies and automaticity in word recognition skills. Another finding about less proficient learners are discovered by Iverson (2005) in his thesis about language learning strategies. It is stated that learners of low proficiency are likely to use strategies such as repetition, note taking, translation, imagery and elaboration. they lack sufficient large vocabularies, they lack automaticity in word recognition skills, they likely to use strategies such as repetition, note taking, translation, imagery and elaboration, they do not pay attention to the grammatical structure of automatic and rapid word-recognition, automatic syntactic parsing and semantic proposition formation, reasonable size of

vocabulary ranging from 10.000 to 100.000, awareness of text type and discourse organization, good store of cognitive strategies, ready access to variety of purposeful strategies (Jixan Pang, 2008).

The courses listed in the English Curriculum in an English education department usually comprise of the subjects of listening, speaking, reading, writing, vocabulary, grammar. They are commonly taught separately in different classes. Thus, they have different content in terms of topics, vocabulary and grammar and other language elements. In this way, students are required to learn different things of each skill in the same semester. They have to learn perceptive skills and productive skills of different things. Thus, students do not learn from what they listen to enable them to speak and also they do not learn from what they read to enable them to write.

Summarized in Balystock (in Ellis, 1996) in her diagram, the students will develop their English competence, when they get English exposure, formal practicing, functional practicing and other knowledge. It is learned that what they listened to can be used to speak and what they read can be used for their writing. It is true that in each course, such as in speaking, the lecturer will provide students with a model of speaking. Indeed, it is such a waste time that what they listen to is not reproduced for their speaking.

TEXT BASED SYLLABUS FOR STUDENTS WITH THOSE CHARACATERISTICS – HIGH AND LOW PROFICIENCY

The syllabus of for the students with those characteristics, is the one which enables them to get a repetition or the one which create opportunities to come across the same language forms, either vocabulary, structure or which is called as spiral sequencing. This is is a text-based syllabus (Feez 1998) In this kind of syllabus, all elements of language are used and it starts with a topic.

Some of the characteristics of this syllabus are some as follow (Feez, 1998).

4.1 It is mixed syllabus in a way that all elements of language are integrated such as lexical items, grammatical features, topics, situations, functions and notions, learning activities and tasks.

4.2 People learn language through working with the whole text.

4.3 All elements of a text-based syllabus are given unity and direction by being organized with reference to holistic models of content and methodology.

**NAMES OF SUBJECTS IN THE ENGLISH EDUCATION
DEPARTMENTS IN THE UNIVERSITY OF SARJANAWIYATA
TAMANSISWA, YOGYAKARTA**

Here is a part of the curriculum of the Department of English Education, the University of Sarjana wiyata Tamansiswa Yogyakarta. This part consist of skill subjects from semester 1 to semester 4.

5.1 Courses in semester 1 are entitled

- Listening for General Communication (GC)
- Speaking for General Communication,
- Reading for General Communication,
- Writing for General Communication,
- Foundation of English Grammar.

5.2 Courses in semester 2 are entitled

- Listening for Professional Context (PC)
- Speaking for Professional Context
- Reading for Professional Context
- Writing for Professional Context
- Intermediate grammar

5.3 Courses in semester 3 are entitled as

- Listening for Academic Purpose (AP)
- Speaking for Academic Purpose
- Reading for Academic Purpose
- Writing for Academic Purpose
- Advanced English Grammar

5.4 Courses in semester 4

- Listening for Special Purpose (SP)
- Speaking for Special Purpose
- Reading for Special Purpose
- Writing for Special Purpose

An example of an integrated syllabus suggested for semester 1.

Sem	Topic	Text type	Vocabulary	Grammar and language functions	Name of courses
1	introducing one-self, family and faces of life, people and places, time, houses, health, illness, domestic duties, weather, geographical features.	a letter, a notice, a story and genre: descriptive, recount, procedure, narrative	Vocabulary of those topics	Basic Grammar	Listening for GC, Speaking for GC, Reading for GC, Writing for GC

This is a content of integrated syllabus which are for all subjects/lectures in skill subjects – listening, speaking, reading and writing class from semester I to IV. It is suggested that they have the same theme but can be in different content and type of text. As an example for the theme *health*, in listening, the students listen to a procedure of how to maintain the health, in speaking it is a dialog between a patient and a doctor, in reading it is possibly about a report of health in a certain region, while in writing it can be a letter to a friend telling an experience in how someone is ill and then going to a doctor for medical advices.

In this kind of syllabus content, students will have many opportunities - spiral sequencing - to listen to and read the same words, structures and expressions of some language functions. This is regarded as beneficial for students, particularly, those who are less proficient. The class of foundation of English grammar is supposed to support activities in listening, speaking, reading and writing.

Accordingly, there must be a good coordination in designing material of skill subjects among the material designers in the department. In the module of each skill subjects, the new vocabulary, grammar and some

expressions of language functions are enclosed in the glossary which must be learned by the students for all the skill subjects in each semester. Accordingly, they are thought to find all the texts they face easily and the language acquired faster.

ICT IN THE TEACHING OF ENGLISH

According to Jati, G (2014), there are some benefits of using ICT (information and communication technology). Both students and teachers can have quick access to the most up-to-date sources and information. Students can practice teaching in English with Siri in their Ipad or iPhone or Assistant in their android devices. They are able to choose material according to their needs according to their age, level and abilities.

In the application of text-based syllabus, students can have access to the surces according to their needs. Once, when the students have the topic on holiday for one week, they can visit the sources about holidays in the elementary level. In such activities they will not get bored with the material provided in the class. They can enrich the material they have got in the class.

LANGUAGE LEARNING STRATEGIES IN THE USE OF TEXT BASED SYLLABUS

Language learning strategies (LLS) are steps taken by students to enhance their own learning (Oxford, 1997). The students are able to use their LLS to learn language inside and outside their classes.

LLS are devided into memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. The use of those strategies enable the learners to study more effectively and efficiently. They will find how to improve English in their own way. The strategy *formally practicing with sounds and writing system* in cognitive strategies, forinstance, will help learners to develop their speaking and writing competence. This can be applied by the learners outside the class. Less proficient learners need to practice the patterns taught in the class more than proficient ones outside the class. The use of affective strategies will enable learners to be more confident in order that the less proficient learners will improve their speaking competence. The benefits of LLS have been reported by some researchers such as Hendriani (2013), Mistar and Umamah (2014). Mistar and Umamah have found that LLS help learners cope problems in speaking skills. As well, Hendriani learning strategy model was discovered to be effective in improving students' speaking skills.

CONCLUSION

Many English departments in universities provide the teaching of English by putting them in a situation where the English skill subjects are taught by different lecturers who usually have different topics. This is hard

for them – especially less proficient learners - in away that they have to learn different language forms in each semester. They do not either have a chance to use what they listen to for speaking activities nor produce what they read for writing activities.

To enhance the teaching material, the application of text-based syllabus is an alternative in an English curriculum. It is an integrated syllabus in which all the elements of language are taken into consideration. The skills developed in the same semester are under the same topics and mostly the same language forms. Thus, the criteria of spiral sequencing is implemented.

During the implementation of the syllabus, ICT and LLS are to be involved. The ICT will enable the learners to enrich their language mastery. The LLS will help them to do self-study more effectively and efficiently.

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IMPROVING TEACHERS' LESSON PLAN THROUGH IMPLEMENTATION OF PROBLEM- BASED LEARNING FOR TEFL IN IKIP VETERAN SEMARANG

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Abstract: Lesson plan is an important part of instruction which consists of some aspects (Goals, Objectives, Activities, Media, and Assessments). This paper reports the investigation of the aspects taken in the lesson plan in implementing Problem Based Learning. As many as 16 lesson plans, written by two English Lecturers in IKIP Veteran Semarang, were analyzed using qualitative method and descriptive case study as its framework. The data were obtained from document analysis. Theories from Cameron (2001), Moon (2000), Brown (2001), and Richards (2001) were adapted in analyzing the documents. The results showed that the lesson plans contained the necessary aspects, and the activities resembled Problem Based Learning. However, improvements are needed in composing Behavioral Objectives, encouraging students' responsibility, and producing learning outcomes.

INTRODUCTION

Lesson Plan

Teachers are occupied with a set of written steps about what they are going to do in the classroom called lesson plan. Brown (2001:149) describes lesson plan as “a set of activities which “represent ‘steps’ along a curriculum before which and after which you have a hiatus (a day or more) in which to evaluate and prepare for the next lesson”. Additionally, Woodward (2001) states that lesson planning is not only in a written form, it can be defined as everything a teacher does when s/he is thinking of the next lesson such as visualizing, reading resources, or even staring at the ceiling.

Harmer (2007) highlights two important points of why to plan a lesson. Firstly, lesson plan is guide for teachers to refer to. Creative changes may be done to adapt with what actually happens in the classroom but in the end lesson plan is still a guide for teachers to fall back on. Secondly, it relates to teacher's relationship with students. Teacher who has done

planning before hand suggests their commitment toward teaching and will get positive respond from students.

Aspects of Lesson Plan

There are no standard formats of what a lesson plan should contain. But it is agreed that there are several essential elements that should be included in lesson plan (Brown, 2001).

Goals

Goal is a general change that is hoped to be achieved by learners within completing a course or program and are derived from needs analysis done to gather information needed related to the learners (Richards, 2001).

Objectives

Objectives contain what teacher wants the students to accomplish at the end of the lesson (Brown, 2001). In some cases, objectives are often overlapping with goals. But Richards (2001) has made clear distinctions of objectives compared to goals. The way of expressing objectives is known as Behavioral Objectives which "... take the idea of describing learning outcomes ... by further operationalizing the definition of behavior" (Richards, 2001:13).

Activities

In accordance with the implementation of Problem-Based Learning, there are some distinct characteristics to be exemplified in learning activities. Moon (2000) also emphasizes some other essential principles that should be considered before designing learning activities.

Media

Wright (1989) states several principles to guide and ease teachers in selecting media. He states that media should be easily prepared or obtained, be easily used and operated in classroom. situation, attract children's attention, be meaningful and authentic, and improve children's language skills. Based on Wright's statement above, the use of media should fulfill three principles; practicality, appropriateness, and effectiveness.

Assessments

In analyzing the aspect of assessment used in the lesson plan, principles of assessments proposed by Cameron (2001) were employed. Firstly, the assessment should be able to measure what is formulated in the objectives regarding what and how well students should demonstrate certain action verbs. Secondly, the assessment should be congruent with activities and using familiar activities from their classroom experience.

Problem-based Learning

Problem-based learning (PBL) takes a student-centred approach, usually conducted within small groups. The teacher acts as a facilitator in problem-based learning. The required knowledge and skills are achieved in the process of solving authentic problems (Barrows 1996). Problem-based learning and inquiry-based learning are not mutually exclusive; rather, problem-based learning involves inquiry strategies. Some objectives of PBL are: (1) helping students develop cognitive flexibility; (2) practising problem-solving skills as generic skills; (3) self-directed learning which requires high metacognitive ability; (4) practising collaborative skills and communication skills; (5) increasing intrinsic motivation (Hmelo-Silver 2004).

Kolodner et al (2003) list a sequence of PBL classroom practices: (1) analysing a problem scenario and facts in groups; (2) hypothesizing and explaining how to solve the problem; (3) dividing up the learning issues within the group, learning new knowledge which is needed to solve the problem; (4) returning to the problem; evaluating the hypotheses and learning issues; (5) repeating the learning cycle until the problem is successfully solved; (6) reflection and abstraction.

A meta-analysis study done by Dochy et al (2003) generates some interesting results showing the general effects of PBL on knowledge and skills, and factors moderating the effect of PBL.

1. The effect of PBL on skills could be positive across students' expertise levels; however, the effects of PBL on content knowledge might differ significantly based on students' expertise levels and knowledge base. Age-related characteristics such as students' metacognitive skills, social-cognitive and affective ability need to be addressed. For example, students with a low level of prior knowledge may be overwhelmed when asked to apply the newly encountered knowledge.
2. Although students might learn slightly fewer facts and less content knowledge in a PBL environment, the knowledge they acquire is much more elaborate; thus, students in PBL might perform better in retention and transfer of the knowledge in larger contexts.
3. Different forms of assessment might yield different results due to the complex structure of achievement; thus, a range of diversified assessment strategies are needed to gain a clear picture of students' knowledge and skills achievement in PBL.

The implementation of PBL is difficult especially in educational systems where transmissive instructional models are pervasive. For example, the teacher's role change, training model transitions, the constricted set by the classroom resources (for example, technology,

students' experience in using technology) are major challenges in applying the PBL learning model in China (Tang and Shen 2005).

RESEARCH METHOD

This study uses descriptive qualitative. The location of this research is in IKIP Veteran Semarang. Source of the data obtained is through interviews, observation and documentation. In obtaining the data writer making new observations, was directly involved both in the research process, lead researcher as well as members of the researcher, analyzed students and outcome of the discussion document students and the results of the evaluation or test.

The measures undertaken by the researchers in this study were (1) Socializing on PBL to students IKIP Veteran Semarang, (2) Make a study schedule and themes for discussion or problem, (3) Make PBL learning guide books (4) Conducting socialization of learning methods PBL (Problem Based Learning to students, (5) Create group learning and responsible group, (6) Implement the process of learning English with PBL method, (7) Make assessment of learning English with PBL method, (8) the data processing result of the assessment of learning English Inggirs with PBL method, (9) Comparing English values with PBL method with the value of English before using PBL, (10) Summing up the results of comparison of the value of learning English with PBL method with the value of language learning before using PBL.

The population in this study are all students IKIP Veteran Semarang 1th Semester, Academic Year 2016/2017. Samples are saturated sample because all of the population is sampled in this study. Total sample of this research is 32 students of first semester of the 2016/2017 academic year. The instrument used in this study was the observation sheets and sheets test of learning outcomes. (1) This observation sheet is used to collect data on student activity in the implementation of learning at the time applied the model Problem Based Learning. (2) The exam sheet used to assess competency of learning outcomes of students at midterms and final exams.

The variables of this research there are 2 of communication competence Language English students before teaching methods PBL (Problem Based Learning) and English communication competence of students after using the method learning PBL (Problem Based Learning). Both of these variables scale ratio data.

The value data communication competence English student who has obtained will be compared between the value of communication competence in English students before and after the application of PBL method. Comparison of these two variables obtained by using t-test. The working hypothesis in this study is there is a difference between the value of English communication competence of students before and after implementation of the PBL method (Problem Based Learning).

FINDINGS AND DISCUSSION

Research conducted in accordance with the objectives writer is to know the influence of PBL learning model application or Problem Based Learning in improving communication skills in English or Communicative Competence college student. Early research on the student writer in IKIP Veteran Semarang indicate if the ability is still passive and written. The results of final test as initial values in this study was obtained from the recorded results. Based on interviews with five students, the authors obtained data writing capability despite a good student with a satisfactory score but they have not been good communication skills.

Activities conducted in this study is much oral activity how active students found in the classroom. Researchers have little notes about the names of students whose improvement was good and is still passive. The student liveliness affect the test results. In this study the researchers reduced activity write. To get students active in the learning process and to maximize learning outcomes with this PBL learning model, then the class is divided into small groups. In this model the teacher or lecturer is only a facilitator only, while the student as a subject in the classroom. Newman (2005) said that in the process PBL model of learning by professors or teachers as facilitators (Teacher as facilitators) so that students must be active and communicative.

In this study, there were 32 first semester students were divided into three groups so that learning will be maximized by the auxiliary three tutor or lecturer in English. This is consistent with the theory of structures, actions and small group learning products according to Newman (2005) where the "Small group is the only" scheduled "learning environment. Students have to control the process of learning", Tutor will only Facilitate, students have to take turns to act as a "Chair" or "Scribe" in a session, follow the tutorial process, students identify learning goals, students required to Evaluate each others performance. Enhance the willingness of students to be more active communicative not an easy thing especially coupled students still focus on mastering about grammar and vocabularies. They are still afraid to express their opinions, they are afraid to talk because they are afraid if they are make a wrong grammar.

They are still not used to convey ideas directly, they still take a long time to think and depends on the lecturer. For example, when students are given a theme or topic that should they finish and discussion in a small group, they tend to try to translate the meaning or intent per words not the whole of the current paragraph as an idea for a talk. At the time of student learning are busy looking for the meaning of words "Solve", "obvious", "anxiety", and the others. After finding the meaning of the word they are busy preparing the sentence that will be presented as an opinion in Indonesian. After the sentence so they had translated into English. The

activity takes a long time and communication can not run smoothly. Students not accustomed to expressing their opinions with English directly, for example: Students first noted: "in my opinion," solve "means Students are not accustomed to... expressed, "I think (in my opinion) means solve" In addition, according Savignon in Brown further stated that Communicative competence is relative, not absolute, and depends on the cooperation of all participants involved (Brown, 2008: 241).

Canale & Swain, in Brown (2008: 242) also argued that the "communications strategies can be used to offset the effectiveness of communication and jams when communicating. "Therefore, active participation is needed by the student communicative. In addition, increased communication competence of students with models PBL learning can also be enhanced through the establishment of appropriate theme related with the needs of each program of study in this regard for the hospitality business. This is consistent with the theory stated by Hilman (2013) if PBL designed based on the real problems in life.

Problems that are given during a lesson in this study are the right issues or themes that are often encountered students and face and connected with their majors. Examples of themes are: media, children, family, friendship, experience is the best teacher, movies, etc. based on some predefined theme is familiar, and by utilizing electronic media, students are expected to be more expressive in the opinion and communicate actively.

The average value of English communication competence before learning with PBL method was 77.63. The highest score was 99 and the lowest value of 61. The average value of English communication competence after learning by PBL method was 77.91. The highest value was 95 and the lowest score 60. The process of learning by PBL models in IKIP Veteran Semarang get satisfactory results.

Based on the results of t-test showed that $p = 0.00$ and $r = 0.939$. Based on these results, $p < 0.05$, then H_0 is rejected and H_a accepted, meaning there the difference between the value of English communication competence students before and after the implementation of PBL method in IKIP Veteran Semarang students.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the research indicate if there is a difference between learning outcomes with other learning model with PBL learning model. This means that the model of PBL learning is more effective to increase communication skills in English or communicative competence. The researchers suggest that IKIP Veteran Semarang can apply the PBL learning model on an ongoing basis in learning English for the other classes. So the quality of English competency of language students IKIP Veteran Semarang will be increased and reliable so that the out put of IKIP Veteran Semarang students be better prepared for work in education.

ACKNOWLEDGEMENT

This paper is funded by Indonesian Education Scholarship (LPDP)

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THE ANALYSIS OF AUTHENTIC ACTIVITIES AND ASSESSMENT IN TEACHING ENGLISH AT UNIVERSITAS ISLAM RIAU

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Abstract: The main point in this paper is to analyse the authentic activities and assessment process in teaching English at Mechanical Engineering program in the Universitas Islam Riau in learning English as a Foreign Language (EFL). The purpose of authentic activities and assessment process is to decide its effectiveness as an integrated part in the EFL teaching process since effective assessment makes effective teaching. Third semester students were chosen to be the sample of the research and were given an assessment assignment sheet to be analysed to find out its effectiveness. The findings of the study showed that the present assessment process has not been effective enough to do its functions in English teaching. The exams were lack the criteria of the effective language exams and tests. Some data showed that the authentic activities and assessment may be reliable but their validity and efficiency were inappropriate. As the conclusion, the assessment in teaching English process needed to reform to meet the standard competence in each skill.

INTRODUCTION

The most current issues for graduate students are finding jobs. Employment and labor market seem against part in real image of fact that vacant positions are limited contradict with the labor force. The inability of hiring more graduates leads big number of unemployment curiously questions raised to find out the discrepancies.

The number of unemployment increases does not only cause problems in economics, but also raise many problems in the society. The situation of employment is one of the reasons which can describe the economic, social, and even the level of welfare of residents in an area and within a certain time or period of time. In recognition of the changes in the workplace and the type of knowledge expected of new graduates there should be balanced approach to learning the new types of knowledge and skills. The above statement is supported by Gallacher and Reeve (2000) explain that this is as part of a wider set of changes to reform higher education to meet the needs of workers who on the one hand have limited time yet need to develop skills

that are occupationally relevant. The knowledge associated with a work-based higher education and the competency achieved in university which focus would include knowledge of practice (Boud & Solomon, 2001).

The world of education today faced with the challenge of technology development. Therefore, the paradigm and education system must be adapted to the demands of the times. These changes are expected to be a better education in the future. The first educational change related to the education system, progressing education system is reformed to empower human resources with the appropriate skill to meet the demands of the challenge.

The second reform relates to educational orientation. Education now should be oriented to the world of work, so that the emphasis is not solely on cognitive aspects, but also on other aspects of personality that actually more important, such as affective aspects and psychomotor. Thus, education now should be oriented on life skills. To prepare human resource through the education patterns, concepts, and new models that can develop a personality. Education should help the development students in the life skills concept to prepare them to have meaningful life skills and useful in the future. With these orientations, paradigms, and the education system, are expected to overcome current unemployment problem in Indonesia. Various ways have been sought by government through education, among them are the development of education's orientation is link and match with the demands in the workspace. It aims in accordance with the needs of the workspace, so the absorption graduate students of the working world is high.

To determine the relevance and educational effectiveness in providing labor market needs, it seems the educators together with the government find the best solution to prepare the graduate human resource. As it is noted by the paper on the field at Universitas Islam Riau especially mechanical engineering that formally operated with SK No. 023/BAN-PT/Ak-XIII/S1/X/2010 dated 29 October 2010 having vision is to prepare the graduate to be skilled human resources both in machine competency and advance technology and also to equip them with good attitude. The missions are first, operating and developing educational system professionally with excellent quality, dynamic, and Islamic graduate. Second, improving and developing on mechanical engineering to prepare students to compete locally and nationally in workspace. Third, the implementing authentic activities at mechanical engineering to providing change of welfare. Fourth, improving and developing the quality of graduate students to be perfect professionalism. And last, continues collaborating with society.

Realizing that the expectation of some companies towards mechanical engineering graduate from Universitas Islam Riau to be skilled human resources, the researcher interviewed the Head of Machine Engineering Department at Universitas Islam Riau to overview the current condition. Some problems appeared at mechanical engineering graduate are first, some graduates did not get the relevant job in machinery because they were not

able to perform the additional competence. He added that the graduates could answer the preliminary test and machinery test, but in performance of English test, they failed. They had weaknesses in delivering speech in explaining the process of machinery. Actually English subject was provided in Semester I with 2 sks but it seemed that it was not enough. He expected better improvement to meet the demands of the workspace. He suggested that it was better to provide good model of teaching and learning and authentic activities also assessment for trial in evaluating English subject.

The contexts of the job markets, according to Head of Mechanical Engineering Program that mechanical engineering's graduate the most required by industries were welders, metalworkers, technicians, and machine specialists who could design and made a numeric tool or device, and could repair mechanic elements. Those professions were based on qualified workers and those positions were also prepared for creating an innovation in current work and looking for new ideas and solutions. Moreover, those works were connected with considerable risks, responsibility and the necessity of making quick decisions. While all the instruction and standard operation procedure in handling machines were written in English.

Based on these contexts, it intrigued the researcher to find solution to create new standard of assessment and authentic activity to equip the students with the relevant skill and competency in learning English. The authentic activity objectively to the students in accordance with the demands of the job market for mechanical engineering department graduation of Universitas Islam Riau provided skills and competencies which included a work-based authentic activities practical component. The purpose was to help a gap bridge between theory learnt at university and work-based knowledge and skills. While, at the current situation in this department the work-based authentic activities did not support the work based. It was suggested by some companies that the content of subject was relevant to their future careers. Moreover, the current conditions mentioned above are hoped to have solutions taken by the curriculum developer to construct the format of the teaching and learning strategies in English subject.

METHOD

This research was aimed to analyze the authentic activities and assessment process in teaching English at Mechanical Engineering program in the Universitas Islam Riau in learning English as a Foreign Language (EFL). The research used descriptive method which is designed to provide a picture of a situation as it naturally happens, it may be used to justify current practice and make judgment and also to develop activities.

The analysis of authentic activities and assessment in teaching English, the researcher used three basic steps in collecting the data, they were analyzing the defining of purpose, analyzing the activity of assessment, and analyzing the scoring criteria used in the assessment. In defining the purpose as the first step in authentic activities and assessment

in teaching English involved determining which concepts, knowledge, and/or skills should be assessed. The researcher defined types of decisions was made with the information from the assessment in term of first, cognitive skills of mechanical engineering students should be acquired, second, affective skills in developing the students' work independently, third, metacognitive skills in monitoring progress while working on an independent project.

The second step in choosing the activity the development of a performance assessment was to select the performance activity that should first consider several factors including a real work based situation in mechanical workshop of engineering, the elements of the activity must correspond with the objectives that were specified in the first step, performance assessments should be fair and free from bias. Activities that were given some students an unfair advantage over other students should not be selected.

The last step was in analyzing the scoring criteria. A rubric can be defined as "a criterion-based scoring guide consisting of a fixed measurement (4 points, 6 points, or whatever is appropriate) and descriptions of the characteristics for each score point. Rubrics describe degrees of quality, proficiency, or understanding along a continuum. The researcher analyzed two types of rubrics are used to evaluate performance assessments: "Analytic scoring rubrics which divided a performance into separate facets and each facet was evaluated using a separate scale and holistic scoring rubrics used a single scale to evaluate the larger process.

FINDING AND DISCUSSION

Analysis the Authentic Activities in Learning and Assessment in Teaching English at Mechanical Engineering Program at Universitas Islam Riau.

The analysis of authentic activities in learning and assessment in teaching English at Mechanical Engineering Program at Universitas Islam Riau was analyzed at third semester at Mechanical Engineering Program at the Universitas Islam Riau. All of the students were taking this subject were completing English subject as a prerequisite subject that they had to pass the score as it was compulsory.

The analysis of the authentic activities in analyzing the defining of purpose learning on cognitive skills of mechanical engineering students should be acquired, the affective skills in developing the students' work independently, the metacognitive skills in monitoring progress while working on an independent project.

Students in Mechanical Engineering at Universitas Islam Riau got English subject to accommodate the goal of purpose learning. Many efforts had been given to the students in giving authentic activities. The researcher as the lecturer formulated the goal of obtaining English subject by giving various activities. Five meetings were in workshop area to comprehend the terminology of the tools used in workshop area, then by giving assignment

as a final project they should acquire the process of each machine to be used in mechanical engineering area. The students got a simulated reality model of jobs at workshop. Many efforts to develop students in doing this program, like explaining the process of machine in simulated way in the workshop, however, their attendance and attention were involved in the process of machine as a valuable process to get comprehension in machine procedures. As the last activity, the skill of operating machine was presented by student in presenting the standard operation procedure by employing graphic organizer as a group project. In group project, students were required to complete an assignment task which links their experiences and the mechanical engineering disciplinary knowledge through authentic activities.

The form below was a kind of authentic assessment for students in mechanical engineering to be evaluated by the lecturer. The evaluation's contents are based on the criteria in performance task applied only for mechanical engineering. The students are using English language in term of mechanical engineering field based on the topics prepared by lectures and performance task is done by students by choosing their own chosen topic which they had got in the simulated machine process in the workshop area. The form should be filled during the performance task in the classroom and workshop. The form is attached below.

Table 1. Assignment Assessment Sheet

ASSIGNMENT ASSESMENT SHEET					
Student Name: _____ Student Number: _____					Mark
Topic : _____					
1. Use of Language	A	B	C	D	Notes
Accurate					
Appropriate					
Relevant					
Clear					
2. Use of Tools	A	B	C	D	Notes
Accurate					
Appropriate					
Relevant					
Clear					
3. Content and Coverage	A	B	C	D	Notes
Accurate					
Appropriate					
Relevant					
Clear					
4. Quality of Presentation	A	B	C	D	Notes
Good Opening / introduction					
Flexible / gesture					
Comprehensible					
Neat and sequence					
Comments:					

The Discussion of the Assignments and Tasks Given to Students in Teaching Activities in Mechanical Engineering Program at Universitas Islam Riau.

For the assignment, each student completed to follow the English subject in term of 6 months or one semester. The assignment for students was undertaken by the students at Mid Semester and Final Semester. In this case, the researcher as an English lecturer in Mechanical Engineering Program did some activities in completing the subject both in the middle of semester and at the end of semester. The assessment was focusing on aspects of engineering matters in all skills (Listening, Speaking, reading, and writing).

Every meeting, the lecturer planned program that should be done in the classroom activities. The activities were divided into some sub topics to be discussed. Not only content of engineering's matter but also performance task to be gained by the students. The authentic learning experiences done by the writer are as follow: The lesson started by explaining the objective of the topic of Engineering. The researcher mentioned the lesson preparation about basic competences which the students gained after completing this learning, students were expected to have basic competence to understand engineering matters to define mechanical engineering; to describe the subfields of mechanical engineering; and to distinguish mechanical engineering from other types of engineering.

Next, the researcher explained the contents objective of learning that students were able to mention the definition of engineering, to describe and divide the characteristics of engineering field, and to differentiate mechanical engineering compare other types of engineering. Then, the researcher explained the language objective that students were able to read the engineering text and comprehend the reading texts given by using multi-levelled reading group texts. Then the reasercher continued the activity by continuing the Reading Activity.

The Activity of Reading in Task One, the researcher showed the pictures and video about Engineering activities through in focus. The students watched video and observed the activity of engineering. Then, the researcher stopped the video and stimulate the students by observing the following pictures in the students' textbook (in group). The pictures showed some areas of engineering works. Then, the students worked in group to describe the following pictures and the activity of the pictures performed.

The researcher next asked the students to continue with activities in the textbook about reading activity. In reading activity the student got multi-levelled reading groups based on reading level and language proficiency. The researcher used SQPRS strategy in teaching this reading activity then each students got the researcher's guidance in using this SQPRS strategy while reading text 1 and text 2 in the students' book.

First, in the survey activity, the students were asked to look for the key words vocabularies in the reading text about Engineering. The researcher worked together with the students to find the key words in the passages.

Second, in the questions activity, the researcher attracted the students to raise questions that the students had about the text of Engineering. Shared them with the group and wrote down a few questions that the students answered while reading.

Third, in the predicting activity, the lecturer asked the students thought about what the most important idea and information of the reading about Engineering and wrote prediction of temporary summary. In the reading activity, the lecturer and students were reading the text to find the key information and idea.

Fourth, in the respond activity, the activity held by lecturer and students in form of discussing in groups to answer the questions that they found while reading the text about Engineering. The discussion about questions that were difficult and hard to be answered. Last, in the summarize activity, the students wrote to summarize the information that was read throughout the text about Engineering.

In writing activity, the researcher used the graphic organizer were used during both writing and listening activities. The lecturer read the reading passage aloud to the students, while each group member completed the graphic organizer in listening activity. The group members listened and jotted down the answer by writing true or false based on the main idea as well as the supporting details in the reading text. The graphic organizer helped the students to write the process and procedures of material used. It was useful strategy for students because it was a collaborative learning strategy which it promoted the students active in classroom.

The researcher continued the students activity about Speaking activity and listening activity. In this meeting, the researcher asked the students to practice together in pairs.

Then, the researcher contined Listening activity for the students. In the book there was an instruction to answer the following questions based on the dialog that the students listened by listening to the researcher dictation by using graphic organizer strategy. In this part, the researcher used speech recognition media in the researcher computer to do listening activity instead of the researcher sound. In this speech recognition, the native speaker sound involved in this activity.

The researcher made review and assessment throughout a lesson for each meeting. The researcher began with a review of previous learning or by checking students' knowledge of a topic. By doing this, the lecturer got feedback on correct and incorrect responses. The researcher also reviewed key vocabulary and concepts with students throughout the lesson and as a final wrap-up the lecturer reviewed the content and language objectives.

The last activity, the researcher did evaluation activity. For performance test was done together when the students did speaking activity in the teaching and learning. Listening test and Reading test was spent about 15 minutes to complete all test.

Each assessment was in form of project task which was broken down into sub-tasks for/by the students. The assignment was broken down into weekly tasks when there was English subject, which made it more manageable (for both students and lecturer). Each groups consisted of three to four students selecting their own topic to be mechanical project report on how best to operate in the machine and discussing any issues that arose. These were due near the end of the session, so that most of the issues they needed to cover had been raised in class. This meant a large marking load for the academic at the end of the session. Breaking down the assessment task into weekly small assignments spreads the work, ensures that students get regular feedback, and enables the assessment process to relate more directly on a week by week basis to the material covered in the classes.

The tasks which were designed to the real work field encouraged students to make connections to wider work and/or life issues and to their experiences. The students were able to relate what they are learning to the “real” world, and through the presentations. By researching their own specific machine they learn “specifics” not just abstract theory. This makes the subject more relevant and interesting. They also learned how to deal with imperfect information.

The tasks provided scope to critically engage with the discipline and its field. Through the students’ efforts to connect what they had learned in class to what happens in their mechanical engineering program they must link theory with practice. Tasks allow connection between a student’s current understanding and “new” information being presented. The tasks built on the work done in previous weeks.

Table 2 The table below summarizes the link between the characteristics needed in authentic learning and this assessment task.

No	Characteristics	Tasks Assignment
1	Complex task broken down into sub-tasks	Assignment broken into weekly tasks
2	Connection to wider work	Benchmark with the market demands surveys
3	Materials from various sources	Access and assess independence quality of information
4	Multiple Process stages in machine	Presentation and work performance delivered in mapping

5	Connection between current and new information	Solve problems in group project works
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CONCLUSION

The assessment task in form of performance task of providing in mechanical engineering's skills subjected to acquire certain skill to be fulfilled and mechanical engineering environment in a mechanical engineering subject is useful as it provides an integrated approach of learning using experiential exercises which allow students to develop, recognize, individualize and internalize relevant work skills. The tasks of researching topics such as machine and its process, safety worker, standard operation procedure critically engaging with multiple perspectives from multiple resources.

The task was assessed by written reports and presentations with the emphasis being on thought, effort, and ability to overcome obstacles such as dealing with issues from the incomplete information and biases found in the real world. Authentic learning has been shown to help connect students' classroom learning to the outside world. By linking what students are learning in mechanical engineering classes to the real world, they got better understand the problems they will be faced with when dealing with a constantly changing environment.

Final classroom project for teaching English at mechanical engineering that used authentic learning teaching techniques to provide this link. The illustration on how the project met the requirements of an authentic learning experience using the characteristics identified by Borthwick et al. (2007). It is also consistent with the constructivist point of view by making learning an interactive process. Therefore this paper contributes to filling the gap of there being limited research on using authentic learning in mechanical engineering education and supports the notion that authentic learning contributes to assisting with the transition from the education environment to the working environment.

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FACTS AND CHALLENGES IN TEACHING ENGLISH IN POLYTECHNICS IN INDONESIA: TEACHERS' PERSPECTIVE

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Abstract: This qualitative descriptive research aimed to reveal teachers' perspective shared by teachers of English in teaching in polytechnics in Indonesia. Teachers' perspective of what they face at work is significant since it affects their action and as Elmore (1996) argued that unless there are also changes in the 'core' of education practice (i.e. how teachers understand knowledge and learning and how they operationalize their understanding), the changing of structures of schooling will have little impact on how and what students learn. Data collected through questionnaires and semi-structured interviews were related to methodology, instructional implementation and teaching facilities, teacher professional development and challenges in teaching ESP in polytechnics. The result of the questionnaires and interviews showed that although each participant has his/her unique situation, a general overview of the challenges encountered included the students' low level of English proficiency and motivation, lack of supporting facilities and teachers' extensive working load. Further comprehensive studies are required to better describe the situations and to assist teachers in coping the challenges.

Keywords: teacher's perspective, polytechnic, ESP, teaching English.

INTRODUCTION

As a developing archipelago country, Indonesia has continuously been striving to equip its higher education institutions with better facilities and professional human resource. It is not an easy task for the government, limitations in many aspects have created problems that must be faced by all parties involved in teaching and learning in higher institutions, including in polytechnics. Polytechnics as higher vocational education institutions which aim to generate ready-to-work graduates must ensure that the graduates are equipped with communication skill needed in this globalized world; hence English became one important subject to talk about regarding this problem. Teachers of English in polytechnics in Indonesia are fortunate to have some annual events such as training on formulating tests for the national

polytechnic admission test and National Polytechnic English Olympics, where they can gather to work together and to share with each other. Little chats with other English teachers from all over Indonesia have uncovered some common limitations and problems that they experienced. However, the situations are not described clearly, so it seems that the teachers of English in polytechnics have a lot of problems but do not have solutions or do not know how to face and overcome some, if not most, of the problems. The fact that the teachers are concerned to improve their teaching and learning and ideas they have as well as their willingness to do more to help producing graduates with better communication skill are not supported by adequate space. Although there is some literature related with teaching English in polytechnics can be found, to the knowledge of the writer, discussion about the topic of this study specifically is rare. Therefore, to improve the English program in the workplace, the writer encouraged to do this preliminary research. The study aimed to gather information on teachers' perspective about what they have at work; the common problems they encounter in teaching English in polytechnics in Indonesia. Since it is obvious that teachers must become more thoughtful about teaching and learning in order to better meet the needs of the learners, it was anticipated that documenting the teachers' perspectives would contribute to an understanding of what situation the teachers have and would give them insights or a cornerstone to decide their further actions. Assuming that English for Specific Purpose (ESP) course is given in polytechnics, this study was based.

METHOD

A qualitative methodological approach was adopted; questionnaires and semi-structured interviews were used to generate data. Interviewees were ten teachers teaching English in polytechnics from western, central and eastern part of Indonesia. Questionnaires elicited the background information of the interviewees were distributed before the interview. Data collected were related to methodology, instructional implementation and teaching facilities, teacher professional development and challenges in teaching ES the following discussion will be organized accordingly. A general overview on the data were conducted and discussed for further implications.

DISCUSSION

Data collected were from ten male and female participants teaching in polytechnics in Indonesia. The age of participants ranged from 30-45 years old with teaching experience of 5-20 years. Types and names of the courses taught were ranging from Information Technology, English for Mechanical Engineering, English for Business to English for Restaurants. Most participants taught 15-25 hours per week with the size of class normally

consisted of 20-35 students. Though this background information illustrated the general condition of ESP classroom in polytechnics, a participant from eastern part of Indonesia reported that some classes that he taught consisted of 80-90 students.

In teaching ESP, the teachers used various methods; two most common methods employed were task-based and communicative approach. Due to the difficulty in finding textbook for ESP, some teachers generated their own materials. Others using multimedia and practice/workbook besides available textbook they have in teaching. Teachers must spend extra time to compile materials and formulate them so as to meet the students' need. This is sometimes difficult to do considering the time they have. With an average of 8 classes to teach every semester, the teachers did not have much time left to do other activities such as attending seminars and writing articles for their self-development.

The institutions provided facilities to support the effectiveness and the success of ESP teaching, however; the facilities provided were to a great extent depend on the capability of the institutions. Well established ones may provide advance multimedia utilities while others must satisfy with laboratory, library, and internet access. The teachers must optimize the use of the available facilities in teaching. A participant shared that he often had to bring a fan himself to make the classroom cozier, since most of the classroom in his working place did not have air conditioner. This sometimes affected his mood in teaching in a hot afternoon with 30-40 students in the classroom. Some might think that this is not a serious issue, however; I believe that people who experienced similar condition would agree that a teacher mood may affect the overall teaching and learning process.

Even though most teachers believed that the ESP course was very important for the students' academic studies and their target careers; the majority of participants thought that the ESP course was successful and effective only in few of its aspects, while the rests believed that the ESP course was successful and effective in most of its aspects.

Advantageously, most participants have ever participated in ESP teacher training course whether in the content focus of technology use, instructional method, student assessment, or curriculum and material development. The participants were strongly agreed that they professional development experiences have some impacts on their ESP teaching practice. However, the participants regretted that they could not get the opportunity to attend seminars or workshop or training as often as they want due to the limited time they have.

The challenges that the participant encountered in teaching ESP will be discussed in two main focuses i.e. challenges related to the learners and to the teaching milieu. In part of the learners, most teachers thought that students' English level was insufficient for college level. This was amassed by the low, if not extremely, motivation and attitude of the students toward

learning English. The students' mentality, background and culture of learning were also rated low by the participants. For the teaching milieu, the class were getting bigger and bigger in line with the ambitiousness of policy makers in terms of student body, as one of the participant stated. The teaching facilities for teaching ESP was provided as the secondary needs and rarely prioritized; this of course affected the preparation of teaching materials and resources both in quantity and quality. Another challenge in the teaching environment related to assessment system. Some participants thought that the system was not flexible enough to measure the real needs of the students in learning English. A participant expressed this by saying that he had to obey a very fixed and prescriptive system which might fail to meet the dynamic changes of students learning contexts.

Responses toward question how to cope the challenges described above were varied among participants. Some were quite surprising. While most participants answered that they tried their best with the limitations they have to handle the challenges, the rest were simply stated that the show must go on, hence teaching in the classroom was only for fulfilling their duty as a teacher. This finding is in line with what Hargreaves (1994) stated that many teachers make instructional decisions based simply on their immediate needs to comply, survive, conform, or meet a time constraint. A participant informed that he always explored the reality of students experience during the courses and apply different approaches in teaching ESP in his classroom. This way he felt he could manage his low-level proficiency students better.

There was not much to discuss about the information obtained from the questionnaires; hence some semi-structured interviews were conducted to elicit deeper understanding about the challenges the teachers encountered and what probably caused them and how they cope the challenges as well as their motivation to be successful in handling the challenges. The result of the interview gave quite satisfactory yet perplexing illustration at the same time since what was thought could be explained generally and modestly turned out to be complex and sophisticated situations. Every teacher has his/her unique challenges related to the learners and the teaching milieu. An early generalization that can be made from this simple study is that the low proficiency of English combined with lack of motivation and culture of learning of the students of ESP, whatever the causes were, are in urgent state to deal with if teachers really want to improve their professionalism. However, this issue needs related parties' involvement since the participants claimed that they did not have adequate resources to handle it properly. They felt that they had extensive working load. With the obligation to teach 20-25 hours per week the participants did not have much time left for their professional development they need to handle the increasingly bigger and diverse class they have. In certain area, the problems were still classical related to lack of facilities and practical policies. Considering the

complicated and confounding situations of the English teaching in polytechnics in Indonesia so it is better to leave these issues for further investigations.

CONCLUSION

However general and straightforward the result of this study is, still it is some ways beneficial for teachers in teaching ESP in polytechnics in Indonesia. The result showed that the teachers are not themselves alone in encountering the challenges at their workplace. Other teachers in other places also share some similar problems. Having the common problems is expected to raise motivation and opportunity to work together in attempts to find better alternatives and solutions to the teaching practice. Future research involving more participants that are investigated by regions may provide more comprehensive illustration of what is going on in the field and a chance of developing a consistent and usable tool that would promote a greater capacity for learning about teaching. Replicating the work of Marble, Finley & Ferguson (2000) related to the topic of this study conceivably will give a great deal and actual benefits for teachers.

BIODATA

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INTERCULTURAL COMPETENCE IN EFL CLASSROOM

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Abstract: As argued by McKay (2002), cultural material in class should be used to encourage students to reflect as well as build both of their own and target culture competence. Kramsch (1993) mentioned a term ‘sphere of inter-culturality’ meaning that learners should understand not only knowledge of culture but also skills of target culture. In light of the teaching and learning of EFL context, it cannot be denied that teachers are key factors to successfully implement the teaching of English as an international language. However, teachers find difficulty in teaching culture skills in designing teaching and learning material. This research is conducted in twelve Indonesian junior high schools in Yogyakarta representing both government and private schools across Yogyakarta province. The article investigates what culture knowledge and skills were revealed in EFL class. Lesson plans written by the 25 interviewed teachers as well as class observation were utilized to collect the data. The results show most teachers defined culture as text type or genre in English language. Cultural issues seemed to be more focused on target culture knowledge designed for young learners whereas target culture skills were difficult to be implemented in the process of teaching and learning English. Consequently, this drives teacher-centered teaching in class.

Keywords: Culture competence, culture knowledge, culture skills, text type

INTRODUCTION

Cultural Content of the CLT

Regarding cultural content to learn, ‘Big C’ and ‘little c’ refers to multifaceted components of culture (Hinkel, 2001; DeCapua and Wintergerst, 2004). The former refers to visible aspects such as style of dress, cuisine, customs, festivals and traditions, institutionalized aspects of culture (social, political, economic, educational, religious, etc), geographical monuments, historical events, sciences, and artistic products. The latter refers to invisible aspects involving people’s sociocultural norms, world-

views, and cultural value systems. Alptekin (2002) said that it became necessary to integrate the linguistic code with a small 'c' concept of culture which refers to daily customs and ways of life, and mainstream ways of thinking and behaving.

Thanasoulas (2001) points that language teaching is culture teaching, so someone deals with teaching language is also involved in teaching culture at the same time. Hymes (1972) emphasizes that the CLT needs more than grammatical competence to communicate effectively in a language. It has mainly two aspects: linguistic and pragmatic competences. Cultural competence is categorized into the pragmatic aspect of communicative competence, that is, the ability to understand behaviour of the members of a culture, and behave in a way that would be understood by members of the culture. Thus, it involves understanding all aspects of a culture.

As Hammond et al. (1992) pointed out, language is one of the products of culture and every culture produces genres or text types. According to Mickan (2013), texts are cultural artefacts that make sense. Agustien (2005) further noted that English culture produces texts such as narration, description, recount, anecdote, transactional conversation and short functional texts. In Bahasa Indonesia and Javanese, there is also narration but this does not mean that the two narrative texts from the different cultures shared the same characteristics. Each has its own linguistic features and purpose, and the educational goal (competency standard) is to enable the learners to receptively and productively participate in various possible communicative events as genres (text types).

As outlined by Kachru (1998) with his notion of inner, outer and expanding circles, the link between English language and culture becomes debatable among scholars. One of the key issues regards which 'culture' be taught in second and foreign language contexts in terms of the cultural content of teaching materials because language learning can promote also cultural identities (Li, 2012; Tsui & Tolleson, 2007). Cortazzi and Jin (1999, p. 204-5) put forward the three types of cultural information included in textbooks and teaching materials – source culture materials, target culture materials and international target culture materials. The first refers to the learners' own culture, the second deals with first language culture and the last belongs to the great variety of cultures in English-and non-English speaking countries around the world.

As already stated by Nunan (1991) that one of the features in CLT is 'the introduction of authentic texts into the learning situation', it has implications for materials development. The notion of authentic teaching materials should be considered to promote language learning. McKay (2012, p. 80) defined that 'authentic language learning texts are not those that served a non-pedagogic purpose with another community of users but rather those texts that particular groups engage with and create discourse around

for the purpose of furthering their language learning. She outlined the key principles for materials development in English as an international language (EIL):

- (1) Be relevant to the domains in which English is used in the particular learning contexts,
- (2) Include examples of the diversity of English varieties used today,
- (3) Need to exemplify L2-L2 interactions,
- (4) Full recognition needs to be given to other languages spoken by English speakers
- (5) Should be taught in a way that respects the local culture of learning.

Similarly, Widdowson (1994, 1998) highlights the importance of appropriate language material. He noted that it is important for language learners to activate local knowledge in order to engage with the language cognitively, affectively as well as personally. For language to be authentic in its pragmatic function, it needs to be localized within a particular community. It is believed that the more the language is localized for the learners, the more learners engage in the discourse (Widdowson, 1998). Furthermore, learners need to understand culture-specific modes of interaction and speech acts due to various cultural aspects of English language. Hinkel (2001) notes the importance for learners to understand which expression is acceptable, appropriate and expected in one's behaviour. Thus, the grammatical constructions of a speech act and how it is used should be taught. Such social contexts or cultural values might be also found in the textbooks that needed to be discussed. As suggested by Widdowson (1998) and Alptekin (2002), instructional materials and activities should be suitable discourse samples between native and nonnative speaker interactions as well as nonnative and nonnative speaker interactions and should involve local and international contexts that are familiar and relevant to language learners' lives.

In light of instructional teaching materials, teachers are key factors to successfully implement the teaching of English as an international language (McKay, 2003). They know the students' language level and interests and understand the role of English in the students' lives, communities and future needs. Teachers, thus, need to design the teaching materials that can meaningfully engage with a text or with other learners. Teachers can also design their teaching materials because they have the best position.

Concerning cultural appropriateness covered in teaching materials, scholars have analyzed textbooks provided by governments. In Japan, many textbooks approved by official government bodies promoted Western characters and values (Matsuda, 2002). In contrast, Munandar and Ulwiyah (2012) found the textbooks for Indonesian high school students in grade 10,

11 and 12 written by Indonesian authors and which claimed to comply with the 2006 content standard of English showed an extensive use of local references that help learners adopt the language and adapt it to the context of their language learning. To conclude, culture in this section refers to what would be taught in the form of text types and cultural appropriateness in the teaching materials.

English language teachers in foreign language context require themselves to have culture competence in their teaching and learning. Culture, as McKay (2003) has asserted, plays an important role in English language teaching in terms of (1) culture knowledge and (2) pragmatic standard of the target language. She further suggested that those issues could be embedded in the choice of teaching materials and topics discussed for students. Unfortunately, in the twelve case studies, the teachers seemed to pay minimal attention to the cultural content embedded in the teaching materials; when the teachers did so, they seemed to teach culture in the form of text types (recount, narrative, transactional conversation). As Kramersch (1993) argues, several researchers think about the relation of language and culture in language teaching such as Halliday (1990) suggesting to anchor culture ‘in the very grammar we use, the very vocabulary we choose, and the very metaphors we live by’. In other words, Halliday (1990) in Kramersch (1993) viewed the traditional dichotomy by calling grammar ‘a theory of human experience’ and text ‘the linguistic form of social interaction’.

RESEARCH DESIGN

This article is based on a larger study of teaching English in junior high schools (CS 1 – CS 12) (see Table 2). The subjects of the research were English teachers in twelve junior high schools sampled randomly from government and private schools in the five districts of the Yogyakarta province under MONE (420 schools) and MORA (85 schools). Of the 49 English teachers in the study, 25 of them were interviewed and observed in class.

All five districts were covered with ten schools under MONE management together with two schools with MORA: six schools each were drawn from the government and private sectors. The location of the schools also varied - two schools in the city, five urban schools and five rural schools. The sample closely reflected the overall profile of junior high schools in the Yogyakarta province.

3 RESULT

In CS 1, a national standard urban school, the senior teacher focused on reading and writing of narrative text. Beginning with listening to a CD, the teenage students were asked to listen to the story entitled *Jack and The Beanstalk* and *Little Red Riding Hood*. The teacher seemed to focus on the structure of the text – orientation, complication and resolution – and eventually the students answered questions about the two narrative texts.

The junior teacher taught greeting cards with a power-point presentation focusing on what and how to make greeting cards. One of the slides defined what a greeting card is and she precisely wrote,

Greeting cards (*kartu ucapan*) is a card that we usually give or send to someone who celebrates his/her special day such as birthday, New Year, Eid day, Christmas, wedding, having a new baby, mother's day and congratulation. We write something nice, even it is a pray or wish. All of them will be happy and wealthy.

Structure in greeting cards: (1) greeting, (2) content, (3) salutation and (4) writer's name

The tasks were a completion paragraph about greeting cards and eventually students were asked to write a greeting card.

CS 2: The senior teacher in this medium-sized Islamic school explained the narrative texts based on a story from a CD entitled *The Frog Princess*. The tasks, as written in the lesson plan, were completion and comprehension questions. At the beginning of the lesson, she discussed a story from west Sumatra (Minangkabau) entitled *Malin Kundang* even though the two stories did not 'relate' to each other in terms of content and moral value. The other two senior teachers taught conversation emphasized on asking and answering about time such as when is Nigel's birthday? It's in...and the simple present tense. These two teachers discussed sentence, not text type (narrative, descriptive and recount texts).

CS 3: The senior teacher taught a *shopping list* in this Catholic international standard school which focused on parts of speech (noun and verb) followed by a sentence completion task while the junior teacher explained a transactional conversation written by herself about *invitation*. This junior teacher, however, asked students to write a dialogue and do role plays in pairs.

CS 4: The female senior teacher in this large international school discussed a descriptive text about a person by listening to the recording and the final tasks were drawing a picture based on the recording. The male senior teacher taught how to create and send an email. The junior teacher discussed one of the students' assignments regarding someone's description. The students were also asked to write a descriptive text.

CS 5: The senior teacher in this isolated rural school taught procedure and report texts. She gave examples of texts such as television, radio, dolphin etc and asked students to read aloud. The junior teacher explained a short functional text, announcement. She explained the meaning of the words and

also the structure of the text. The example of announcement written by the teacher was,

Announcement

There will be a holiday camp next month. All scouts must join the camp. The activity will take place at Bangunharjo camping site and last for three days. For further information, please contact Mr. Arkan.

Banyumas, May 12th, 2009
The chief of scout organization

The learning objectives of this reading skill as written in the lesson plan were to understand the explicit and implicit meaning as well as to mention the structure and the purpose of the text.

CS 6: The two teachers, a male senior and female junior teachers in this Islamic urban school, taught students ‘unclear learning objectives and texts’. After the greeting, the female teacher checked the roll and asked the students to open their textbook. “Please open your book about advertisement”. She wrote on the whiteboard the meaning of new vocabulary items in Bahasa Indonesia, such as “for sale = *dijual*”. She asked some of the students to read in turns loudly and checked students’ comprehension of the advertisement. The male senior teacher taught vocabulary items and frequently used the expressions in English such as, ‘come on’, ‘any question maybe’, ‘no’, ‘be quiet’, ‘be calm’, ‘bla bla bla’ repetitively. What the expressions taught was not well planned and written in a lesson plan. Based on class observation, it indicated they focused on teaching vocabulary items, word recognition and sentence-based level.

CS 7: After the greeting, the senior teacher wrote a dialogue on the blackboard and asked students to understand it. While the teacher was writing, the students copied on their books. The teacher stopped writing and asked students not to write and to repeat the dialogue after her. She read line by line and the students repeated, and she sometimes deliberately pronounced some words several times. She then translated the new lexical items and the sentences as well. She finally asked students to read in pairs and she directly corrected students’ pronunciation and asked them to write in their books. She eventually wrote a conclusion about expressions of ‘command’ and ‘offering for help’ as well as the response and gave students particular situations as the task, written on the blackboard. She explained what the situation meant and asked students to perform one of the dialogues as a role play.

Data indicated that the teacher focused on expressions as well as vocabulary items. Additionally, the junior teacher asked students to write vocabulary items into Indonesian as written precisely on the blackboard such as coffee=*kopi*, cup=*cangkir*, listening=*mendengarkan*, cookies=*kue kering*, eat=*makan*, cinema=*bioskop*, water=*air*, mostly items that the students should have already known from previous years. The teacher checked students' writing. The next activity was to match sentences from the textbook about offering and accepting/refusing expressions.

CS 8: The senior teacher of this small boarding school dictated sentence by sentence; there were ten sentences altogether and they were unrelated to each other. Sometimes the students interrupted the teacher due to unclear pronunciation or new vocabulary items. This teacher made a lot of mispronounced words in his dictation, such as six (*sik*), were (*where*), folktale (*foktil*), promise (*promais*). He then wrote the answers on the whiteboard and translated them one by one. The students eventually corrected the sentences and counted how many mistakes they had made. This indicated the teaching focus was about vocabulary items. The junior teacher explained about proper nouns by reading her grammar book on her seat. She sometimes wrote examples of proper nouns on the whiteboard while sitting on her seat. She kept explaining about proper nouns and common nouns and eventually asked students to do the task from their grammar textbook – read, write and judge whether the words were proper or common nouns.

CS 9: The senior teacher of this medium sized government school greeted the students in English saying, "Good morning students, how are you?". The students responded, "I am fine, thank you, and you?". The teacher then explained in Bahasa Indonesia about the teaching material for that day. "We talk about reading aloud of the text that we have discussed such as announcement and shopping list. Now I want you to repeat after me the words on the whiteboard". The teacher wrote some vocabulary items from her shopping list. Some written words precisely written on the whiteboard were:

1 kg of eggs, ½ kg of flour, five sachet of shampoo, chillies ¼ kg, potatoes 1 kg

When the teacher finished writing, she said, "Well, students, now you repeat after me". The teacher read the words - if the students made mistakes in pronunciation, she asked them to again repeat it. She sometimes asked students at random to read loudly. At last, she asked students to copy the words onto their books. This episode signified that she taught a short functional text, however, she did not explain the grammar, such as the noun

phrase. The teacher focused more on word pronunciation rather than how to understand the noun phrase. The junior teacher asked one of the students to read aloud the paragraph. Having finished reading, the teacher said, “Well, students, you find the mistakes? Yes, many....such as island (pronounced is-land), general (with a hard ‘g’), arrival (a river) and diving (dee-ving)’. Well, repeat after me”. The teacher read the text, but some students did not pay attention at all and they did not repeat the teacher’s reading. In fact, the teacher herself had mispronounced words such as ‘saw’ (sow), ‘habitat’ and ‘easy (‘essay)’. She read very slowly and carefully. She then discussed the meaning of each vocabulary item in the paragraph in Bahasa Indonesia. At this stage, she mostly spoke in Bahasa Indonesia. Finally, she asked students to translate the text and retell it in Bahasa Indonesia followed by answering the three comprehension questions orally. “Well students, what is the purpose of the text? What is a recount text? What is the generic structure?” asked the teacher. In fact, the teacher herself answered all questions.

CS 10: The lone senior teacher greeted the class in English. The teacher then spoke in English, “..... now we talk about recount text. What is the purpose of the text?”. She again explained the recount text at a glance such as the definition and the purpose of recount texts. She then loudly read the paragraph. After having finished reading, she asked the students the more difficult words. The students kept silent, no response at all. The teacher read the text for the second time, and asked students to read it aloud in turn, one student per one paragraph. As the first task, the teacher asked the students to find past tense verbs and change them into the present tense, such as what she wrote on the blackboard, felt – feel = *merasa*. While the students tried to find the verbs, the teacher kept talking explaining past tense verbs and passive voice. This episode indicated that the students were confused about the difference between past tense verbs and passive voice, particularly the third person form of the verbs. This might have happened because of the linguistic difference between English, Bahasa Indonesia as well as Javanese (the language frequently used by students). To check the students’ comprehension, the teacher wrote questions on the blackboard.

CS 11: After greeting and checking the homework, the senior teacher teacher in this national standard school continued the lesson by writing an announcement on the whiteboard precisely as follows:

Monday, April 21 is Kartini Day. To celebrate it, each class must present a couple of boy and girl. They have to wear and perform traditional customs. Also there will be cooking competition. For more information, please confirm your class teacher.

She then discussed the meaning of the underlined words and together with the students translated into Bahasa Indonesia the whole text. After translating, she asked the students to make an announcement. She prompted in Bahasa Indonesia, “*Kepada anggota OSIS, besok ada rapat jam 9*”. The teacher asked one of the students to translate it into English in a spoken utterance. The teacher then wrote on the whiteboard:

To all OSIS member. There will be a meeting at 09.00 a.m tomorrow. Please don't be late.

Chairman

This teacher again wrote the third example on the whiteboard precisely as follows:

To Yanuar

Yan, are you free this afternoon? If you were, *would* you come with me to the mall. We could do window shopping. How does the sound?

Anis

For the third time, the teacher translated word by word together with the students. She then said in Bahasa Indonesia, “*Jadi...poin-poin apa yang terdapat dalam invitation (what should be included in an invitation?)*”. The students kept silent; she again wrote on the whiteboard:

Points included in an invitation, announcement and short message:

- (1) The title
- (2) Address
- (3) Day, date, place/time
- (4) Who to contact

She eventually asked the students to make a short message, and she wrote:

Make short message to your friend. Tell her (Anis) that you cannot go with her because you join cooking competition at school.

The teacher started teaching, saying, “*Assalamualaikum warahmatullahi wabarakatuh...*”, followed by a greeting in English and he said, “Who is absent today? Nobody? *Alhamdulillah...*well students, today we will study about map...”. The teacher then stuck two papers of A3 size on the whiteboard, but they could not be seen clearly. He explained the map

(class map) about the students' seats. "Students, do you know the function of this map? This is to help you how to tell your seats. To get more understanding, I give the explanation of the map. Have you heard the words in front of, beside, behind...well, let's match the sentence and the map". This observation indicated that the teacher always spoke in Bahasa Indonesia and sometimes in Javanese. The emphasis of his teaching were the vocabulary items, that is, prepositions of place. He did not explain the grammar or the structure of a descriptive text.

CS 12: After the greetings, the senior teacher of this private rural school asked students to listen to one of the students reading the text, and sometimes the teacher corrected the students' pronunciation mistakes. After reading one paragraph, the teacher said in English, "Have you write number one up to number 10? Now you write". The teacher then wrote the ten comprehension questions on the whiteboard. The same situation also happened to the junior English teacher who had just finished his bachelor degree. He wrote vocabulary items on the whiteboard that just came into his head and asked the students to find the meaning of the words. The students copied the words on their books and the teacher sat down on his seat at the front. After a couple of minutes, the teacher asked the students voluntarily to write the meaning of the words on the whiteboard. They then discussed the meaning together. After that the teacher wrote precisely on the whiteboard:

Samsudin	Rofi	Indri	Rosyid
163 cm	145 cm	169 cm	163 cm

The teacher explained in Bahasa Indonesia the teaching material. He said, "... well, students, now we study about the degree of comparison". He wrote the examples and directly asked the students to copy them onto their books. About ten minutes later, the teacher asked the students to translate the dictated sentences about comparison on their books.

Based on the class observation, data showed that some teachers did not have their lesson plan for the teaching material that day and some brought a lesson plan but only as an example because the researcher had asked for them. The lesson plan itself was supposed to show what skills and 'culture' were taught in class; in fact, of the twelve case studies, the teachers mostly focused more on reading skill (CS 1, CS 2, CS 3, CS 4, CS 5, CS 10 and CS 11) with the emphasis of teaching vocabulary items and the text structure. Some teachers even believed that they did not need to teach grammar (CS 1, CS 5, CS 6, CS 7, CS 9, CS 10, and CS 11).

Such a situation might be due to the aim of teaching English, which was to succeed in the national examination. The teachers believed reading skills and grammatical features to be the emphasis of the national

examination. Regarding culture in the form of knowledge and pragmatic standard that should be taught in class (McKay, 2003), most teachers seemed to 'ignore' it. As Kramsch (1993, p. 1) and Shahed (2013, p. 98) have asserted, the teaching of English at the primary and secondary levels in Bangladesh is the conviction that language is merely memorizing grammatical features and some aspects of the embedded social context. Such a situation has also happened in Asian countries in which English as a foreign language and the grammar translation method were implemented (Chhuon, 1998; Yong and Campbell (1995, p. 378; LoCastro, 1996, p. 49; Kam, 2002; Lie, 2007; Supriadi, 2000; Dardjowidjojo, 2000).

Of the twelve case studies, some teachers (CS 1, CS 2, CS 3, CS 4, CS 5, CS 10 and CS 11) taught the whole text as suggested by the government such as narrative, recount, transactional conversation, and short functional texts. Schools in urban CS 1 taught a narrative text with target culture content designed for young learners, that is, *Jack and The Beanstalk* and *Little Red Riding Hood*; while the junior teacher taught a short functional text that not to be accustomed to making such cards. As further noteworthy, the students rarely created greeting cards even in religious celebrations (Ied Mubarak and Christmas). The examples of greeting cards discussed by the teacher – wedding, having a new baby, mother's day, congratulations on graduation – also did not match with the characteristics of teenage students in junior high school. So, in CS 1, the teachers discussed the target culture materials. It indicated the teachers could not create the teaching materials with source culture materials. The tasks that the students did at that time were to answer comprehension questions from the greeting cards that seemed to be written by the teacher.

As occurred in CS 1, the senior teacher taught a narrative text with target culture content designed for young learners, that is, *The Frog Princess*. The text is as follows:

The Frog Princess

Long ago in a land far away, a prince lived with his mother, the queen, and his father, the king. The prince was a very happy little boy. He played with the other boys and girls. He went to school with them, too. When the prince was sixteen, he said to the queen and the king, "Can I get married?" "Yes," said the queen, "You can get married when you meet the right girl." "Mother," said the prince, "I met the right girl today. Her name is Sally." "Oh, no!" said the king, "You can't marry Sally. Sally is not a princess. You must marry a princess" "But," said the prince, "Where are all the princesses? There are no princesses in our land." "No," said the queen; "a long time ago before you were born, a wizard turned all of the little princesses into frogs. Now there are no princesses." The prince said,

“But how can I change the frogs back into princesses?” “You must kiss the frogs,” said the king, “That is the only way. But remember, although all princesses are frogs not all frogs are princesses.” So the prince went into the countryside and found a lot of frogs and kissed them all, but nothing happened. Then at last he found a frog that looked different. This frog was very beautiful and the prince was sure that this frog was a princess. So, he picked up the frog and he kissed it and “Bang!” “Flash!” the frog turned into a beautiful princess. “Oh, princess,” said the prince. “Will you marry me?” “Marry you?” said the princess, “Of course not! I can’t marry a prince who kisses frogs.” And then, she walked away.

Questions:

1. What does the text tell us about?
2. Who are characters in the story?
3. When did the prince want to get married?
4. Is Sally a princess?
5. Can he get married with the princess?

This senior teacher with a master degree acknowledged she tried to find ‘interesting’ teaching material from the internet. The target culture topic was a fable designed for young learners. The schools in the city (CS 3 and CS 4) taught a text based on international target culture taken from some English textbooks and texts created by the teachers such as about Justin Bieber, an international pop star. In rural areas, most teachers used source culture materials from textbooks and the students’ workbook. This was in line with suggestion of Hamied (2012) to teach local culture because this would enable students to explain Indonesian culture to the international community.

In general, almost all the teachers depended on textbooks written by Indonesian writers and students’ workbooks published by local publishers. Because they were being observed, some teachers acknowledged that they had already prepared the teaching materials from the internet or other textbooks with target culture topics. As McKay (2003) has suggested,

“Traditionally, many English language textbooks have used target culture topics. Frequently ELT textbooks use such content because textbooks are often published in inner circle countries and because some ELT educators believe such information will be motivating to English language learners. Whereas it is quite possible that such content may be largely irrelevant, uninteresting, or even confusing for students.” (McKay, 2003, p. 10)

The second issue regarding culture according to McKay (2003) is pragmatic standards which become more problematic. The standards here

refer to what Cohen (1996) assumed as native-like competence. Brown and Levinson (1987) contend three factors affect the use of speech acts: (1) the social distance between speaker and hearer, (2) the relative social power of speaker and hearer, and (3) the degree of imposition of speech act even though these factors vary from culture to culture. Of the twelve case studies, such issues seemed to be ‘taken for granted’ as dialogues or transactional conversations were discussed by only a few teachers since the target of English language teaching for junior high schools is reading skill. Teachers created the dialogues themselves and seemed to ignore the pragmatic aspects of the English language.

In CS 3, an international standard school, the teacher checked students’ attendance (43 students) by calling their names at the beginning of her teaching. When the teacher checked the students’ roll, she sometimes asked the students, “Are you sleep?”, “*Toro*, are you sick?.” The teacher always translated what she meant even though some students had already responded to the teacher’s question. Also, in creating the dialogue, the teacher asked students to say it in English while she spoke in Bahasa Indonesia. There was no dialogue written on the whiteboard as the model (example) and this junior teacher wrote only a conclusion on the whiteboard:

Invitation

“I plan to invite you to my...”
“Can you come to the ...”
“Come to...”

“Could you come to ...”
“Would you please come to...”
I’d like to invite you to...”

Accepting an invitation

“OK, I will come”
“Yes, I can”
“Sure, that would be great”

Refusing/Declining an invitation

“I’m so sorry, but I must...”
“No, I can’t”
“I’m afraid, I can’t come”

In CS 7, the senior teacher wrote the dialogues precisely as follows:

Father : “Susi come here, please”
Susi : “What can I do for you dad?”
Father : “Can you help me pass a glass of coffee here?”
Susi : “Sure, dad, here it is. What else, dad?”
Father : “Take me the newspaper too”
Susi : “All right”
Father : “Thanks girl”
Susi : “You’re welcome”

After writing down on the blackboard, this junior teacher asked students to do a role play by saying, “Can you help me practice the dialogue?”. The students kept silent and the teacher repeated the question and asked one of the students sitting in front to translate. The teacher then wrote some expressions as follows:

Offering for help

Offer: *menawarkan bantuan*

Expressions:

(1) May I help you?	Sure
(2) Can I help you?	Yes, of course
(3) Do you mind if I help you?	OK/All right
(4) What can I do for you?	No problem/ no at all
(5) Let's me help you: Mari/ijinkan myself	I'm sorry. I can do by myself

She eventually wrote two situations on the blackboard precisely as follows:

- (1) You look an old lady bring a heavy basket full with vegetables in the street and you want to help her bring the basket. What should you say to her?
- (2) Anto moves the table by himself. You want to help her to finish his job. What will you say to him.

Thomas (1995) defined pragmatic as meaning in interaction which was dynamic involving the negotiation of meaning between speaker and hearer. Of the two examples (CS 3 and CS 7), the teachers focused the meaning of the expressions literally (word by word) rather than the pragmatic aspects in the expressions. Both teachers and students understood merely the expressions; another meaning of such expressions had never been discussed at all. As well, they tried to teach also the politeness of the English language by teaching students longer expressions that they thought would be polite.

Regarding the speech act in the dialogue, it seemed to be ‘awkward’. The utterances seemed to be ‘unnatural’. As well, the father had more polite utterances than his daughter. This indicated that the teacher failed to create an authentic dialogue for the teaching materials.

Besides two angles (culture and pragmatic standards) as coined by McKay (2003), Cortazzi and Jin (1996) outlined an important aspect in language classroom, the so-called, culture of learning that might influence the process of teaching and learning. Basically, teachers in Indonesia are regarded as the source of information. Thus, the teaching and learning

process mostly took place in class in which teachers dominated the class with their talk while students listened to them, no interruption nor questions. As White (1997), found social studies teaching in Indonesia has emphasized content knowledge and the national examination has been the driving force in the educational system. As a result, the methods used by teachers were lecturing, reading the text and traditional testing. Teachers transferred the knowledge rather than create critical thinking and problem solving exercises for students to learn. Students listened and wrote what teachers explained.

In summary, most teachers in the twelve case studies defined culture as text type or genre in English language and cultural issues outlined in several textbooks seemed to be more focused on target culture topics including lexical, grammatical and phonological aspects. As Hammond et al. (1992) pointed out, every culture produces text types or genres. English, for example, produces texts called narrative, recount, anecdote, transactional and interpersonal conversations, short notice etc. (Agustien, 2005). Teachers, in general, seemed to focus their teaching on text types which had been clearly stipulated in the content standard for junior high school graduates.

CONCLUSION

Teachers felt unsure regarding what skills are to be the focus of teaching; based on the interview data, they remarked that reading and writing are important for the national examination. However, the survey data showed differently. Most teachers said that listening was the most important skill to teach followed by reading, speaking and writing. It was different from the Government Regulation No. 19/2005 saying that language education should develop language competence with special emphasis on reading and writing according to the literacy level set up for every level of education. The aim of teaching English seemed to be due to the national examination rather than communicative competence.

BIODATA

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DEVELOPING SPEAKING MATERIAL BASED ON INTERCULTURAL APPROACH: A CASE STUDY ON STUDENTS' TASK IN INTERVIEWING NATIVE SPEAKERS

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Abstract: The aims of this research are developing speaking materials based on intercultural approach in students' task of interviewing native speakers. Speaking skill is important. By mastering the speaking people can communicate well. To make the teaching speaking successful there are some aspects, one of them is materials. They must be developed from the previous material to the new one that is using intercultural approach. Intercultural approach is maintaining contact, expressing identity, building a bond with our own and foreign cultures. The case happens in the students' practice in interviewing the native speakers. The method of the research is R and D in developing the materials. The material development is conducted by having some steps. They are need analysis, course grid design, product development. The results of this research are three units of learning materials consisting 7 tasks. Every unit is organized into seven learning sections. They are reading text in the form of conversation, vocabulary exercise, grammar review, speaking, writing, culture corner, and character building. The three units are appropriate to be applied in the learning process based on the mean score of the students' agreement ranging from 3.0 to 3.6 on 4 to 1 Likert scale.

Keywords: develop, learning materials, intercultural approach

INTRODUCTION

English is spoken by many people in the world who have varied cultures. Even though the cultures are different, it is possible for us to interact with the people from different cultures in the world using the language. The different cultures demand the possibilities to understand the language being used among cultures. The language used is English which has four language skills namely listening, reading, speaking and writing. All the skills are important. The skill which relates to the interaction and oral communication is speaking.

For most people, mastering speaking is the most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Fauziawati (2010:15) states that speaking in a second or foreign language has often been viewed as the most demanding of the four skills.

In speaking the important thing for the lecturer which must be considered is the materials. The materials must be in line with the students' need and aimed at being able to communicate in the target language. Considering the target language the materials will be developed using intercultural approach. The main aim of intercultural approach is maintaining contact, expressing identity, building a bond with our own and foreign cultures. In the intercultural approach there is integration of culture teaching and L2 teaching. The intercultural approach stresses on the importance of reflection on comparison of L1 and L2 cultures leading to development of the learner's identity.

Intercultural approaches to language teaching have established four main activities as a core set of principles for language and culture acquisition (Crozet & Liddicoat, 2000): (1) acquisition about cultures, the learners must acquire the culture well in order to make use of the language well, (2) comparing cultures, the ability of seeing the sameness and difference among cultures make the learners aware of appreciating the difference (3) exploring cultures is important in which the concept of culture understood better (4) finding one's own 'third place' between cultures, it is about other aspects between our own culture and the target language culture.

In intercultural learning process, intercultural approach and intercultural communication have important role because the context is to mediating between cultures and raise students' awareness of culture diversity. Intercultural approach trains learners to be 'diplomats', able to view different cultures from a perspective of informed understanding (Corbett, 2003:2).

An intercultural approach gives lecturers and learners a clearly defined and consistent set of purposes, while intercultural communication should be a clearly defined option in language education. The goals of any course should specify whether learners, lecturers and institutions are concerned with (1) increasing language proficiency, (2) gaining factual knowledge about the target culture, (3) acculturating, and/or, (4) mediating between cultures (Corbett, 2003:193).

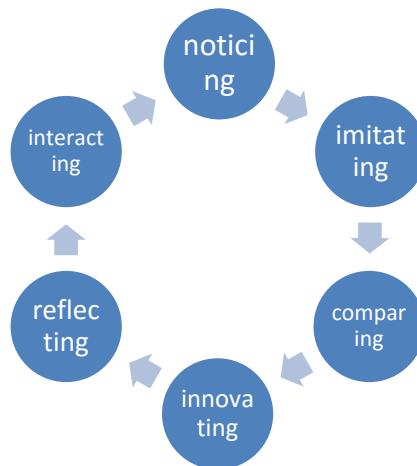
It shows that intercultural communication required in mediating between cultures. The proficiency of one own language must be in a good level. It means that he understands well his own language and also the culture. After having the proficiency or language mastery, then trying to have the knowledge of the target culture and people will completely understand it. Acculturation will happen as the member of a culture knows

well his own and gaining the culture of the target culture. Finally he can mediate between cultures. Those are the goals of intercultural approach.

At a global level the goals of intercultural language learning are as follows:

- a. understanding and valuing all languages and cultures
- b. understanding and valuing one's own language (s) and culture (s)
- c. understanding and valuing one's target language (s) and culture (s)
- d. understanding and valuing how to mediate among languages and cultures
- e. developing intercultural sensitivity as an ongoing goal. (Liddicoat, 2003: 46).

The intercultural approach includes the combination of principle of learning by Ki Hajar Dewantoro (Suroso, 2011) and intercultural pedagogy by Scarino and Liddicoat 2009 (in Liddicoat 2011). It becomes the intercultural model of teaching speaking



Intercultural Models of Teaching Speaking

Noticing, imitating, comparing, innovating, reflecting and interacting.

- 1) Noticing: students have to notice on the target language culture. They see, feel and think about the target language culture thoroughly. It can be done by direct observation or through video.
- 2) Imitating: after noticing the students imitate what they see as far as it is not in contrast to their culture. They can imitate the discipline or the way they manage the time.
- 3) Comparing: after having known about target language culture students compare between their own culture and target culture. They will identify the similarities and differences of both cultures. They are demanded to know well their own culture and try to understand other's culture.
- 4) Innovating: when they feel that the comparison between their culture and others' culture is not enough to use then they can add what they know. The students can add something coming from their own or others.

- 5) Reflecting: when it is being recorded we can then reflect on what the students have done. Seeing the strengths and weaknesses of students' way of communicating with the people from different countries. The video recording will be analyzed as the material to be discussed in order to make them better.
- 6) Interacting: having good understanding of the differences and having reflected the differences the students will interact with the people from other cultures. It must be simulated to identify what mistakes or misunderstanding happening in the interaction. Knowing well about their own culture will give them benefit in this interaction, they will know how to behave, and understanding about other's culture gives the students nuances about what to say, how to behave and what the response of the partners.

According to Tomlinson, materials development refers to anything which done by writers, teachers or learners to provide source of language input and to exploit those source in ways which maximize the likelihood of intake (1998). In developing materials, unit of tasks are also need to be arranged.

The following six aspects which should drive ELT materials development:

The materials should:

- a. Expose the learners to language in authentic use
- b. Help learners to pay attention to features of authentic input
- c. Provide the learners with opportunities to use the target language to achieve communicative purposes
- d. Provide opportunities for outcome feedback
- e. Achieve impact in the sense that they arouse and sustain the learners' curiosity and attention
- f. Stimulate intellectual, aesthetic and emotional involvement
(Tomlinson, 1988)

The materials should meet the learners' need and follow the principle of language learning. Harjanti and Priyana (2015:1) state that to develop the appropriate learning materials, several theories and consideration must be taken. English for Specific Purposes (ESP) is a basic theory that should be taken to design some English courses. Hutchinson and Waters (1987: 5) define ESP as an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning. They suggest that the foundation of ESP is the simple question: why do these learners need to learn foreign language? the answer to this question relates to the learners, the language acquired and the learning context, and thus establishes the primacy of need in ESP. Need is defined by the reasons for which the students in learning English. These purposes are the starting points which determine the language to be taught. So the needs analysis is the first step in developing the materials.

Needs analysis was introduced into language teaching through ESP movement. Need analysis is directed mainly at the goals and content of the course (Nation & Macalister, 2010: 24). Nunan (1999: 149) support this idea, he defines needs analysis as sets of tools, technique and procedures for determining the language content and learning process for specified group of learners. It examines what the students know already and what they need to know. Need analysis makes sure that the course will contain relevant and useful things to learn. Good needs analysis involves asking the right questions and finding answers in the effective ways.

There are several elements that make up the task. The elements are proposed by Nunan (2004: 40), they are tasks goals, input data and learner procedures, they are supported by lecturer and learner roles and the settings in which tasks are undertaken. Nunan (2004: 31) proposes a six steps procedure to create a linked sequence of enabling exercise and activities that will prepare learners to carry out the task. The six steps are: (1) schema building, (2) controlled practice, (3) authentic listening practice, (4) focus on linguistic elements, (5) provide freer practice, and (6) introduce the pedagogical practice.

METHOD

The research method used is developmental research by Borg and Gall (2003: 569) who define educational R & D is an industry-based developmental model in which the findings of the research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specific criteria of effectiveness, quality, or similar standards. The research procedure of this study modifies the R & D model proposed by Borg and Gall (2003).

The data source are the fifth semester students of English Education Department in the academic year 2016/2017, English Lecturers, and Experts in English materials design. The research procedures are :1) describing the existing materials, 2) doing need analysis,3) designing the new material 4) validating the material. The technique of collecting the data are observation, interview, questionnaire. There were three kinds of questionnaires. The first is need analysis questionnaire which is used to collect the data of students' needs (the target and learning needs), the second is the expert's judgment questionnaire which was used to have data on the quality of materials, the third is the try-out questionnaire which was used to know the appropriateness of the implemented materials. The questionnaires have close-ended and open-ended items. Other instruments are interview and observation guideline. These two instruments used to collect the information related to the process of teaching learning. The observation was conducted during the materials implemented, while the interview was conducted after the implementation of the material finished.

The technique of analysing the data based on Miles and Huberman technique (1994). They are: data collection, data reduction, data display, and verification/describing conclusion. The trustworthiness of data are triangulation (source, method, and theory). The results of the quantitative and qualitative data analysis produced feedback, opinions and suggestion from experts and students about the learning materials and teaching learning process. The feedback and suggestions then were used to evaluate and revised the materials designed.

DISCUSSION

Descriptions of the materials

The materials of speaking usually are divided into some topics. The topics are environment issues (global warming, natural disaster) social issues (relationship, spare time, visiting interesting places), technology (the booming of using smartphone, the impact of the technology development).

The Description of the Target Needs (Exploring)

The analysis of target needs was viewed at three aspects. They are necessities, lacks and wants. Based on the result of need analysis, the students needed to be able to understand and perform dialogues, speech and English text (75%), speak English in English class (45%), watching video on (89%), and communicate with native speakers (87%).

In relation to the students' lacks, they think that their grammar is low (45%), they also considered that they have no enough vocabularies (54%) . They have not enough teachers' explanation about culture and speaking (55%). They are lack of reading text on culture (66%).

What they want is speaking to native speakers fluently and keeping in touch with them (60%).

The Description of Learning Needs

Based on the results of needs analysis, the students' learning needs were found in the items which are categorized as input, activities (including participants' roles) and setting. In terms of input, the students preferred watching video about speech (89%) to read the text about culture (66%) and listening to teacher's explanation about culture and speaking (55%).

Most of students needed various activities in learning to speak English. Speak English in English class (45%), making list of difficult words (42%), having the specific expression in some dialogues and memorizing them (46%).

In relation to the setting, the students preferred doing tasks in pair (35%)

Unit Design

The materials were developed based on the course grid design. Each unit consist of several tasks consists of reading text in the form of conversation,

vocabulary exercise, grammar review, speaking, writing, culture corner, and character building. There were three parts of the organization, they are introductory, the main part and the reinforcement. The introductory consist of a unit title and an overview paragraph.

The main teaching and learning consists of sections, namely complimenting and showing care, expressing intention, describing people in which the students consider the way native speakers do those expressions. Those are just a part of the whole syllabus.

The Expert Validation and the Evaluation of the First Draft (Evaluating)

The first draft of the materials should be reviewed by experts before the materials are tried out. The quality of learning materials were assessed by looking at four aspects, they are contents, the activities, the language and the graphic.

The experts suggest to revise on the content and the language. They have little revision on the activities and the graphic. The feedback of the first draft which had been revised was used to produce the second draft.

Results of try-out Product, Evaluation and Revision

The try-out of the units was conducted at August, 20th, 2016. There were 29 students in speaking class from fifth semester of English Education Department. The evaluation and revision on the developed product were done based on the result of implementation process.

Unit 1

The results of evaluation showed that generally unit 1 is appropriate to be applied in the instructional process based on the means score of the students' agreement toward the questionnaire items ranging from 3.00 to 3.6. The questionnaire items are about the involvement of culture in the speaking. The evaluation then was done by looking at the appropriateness of each task component. The data of specific evaluation on each task in Unit 1 can be seen in the following table.

Table 1. Data of Evaluation of Unit 1

Task	Mean Score	Category
1	3.0	Appropriate
2	3.3	Appropriate
3	3.0	Appropriate
4	3.6	Appropriate
5	3.2	Appropriate
6	3.3	Appropriate
7	3.2	Appropriate

The data shows the mean scores of each task ranges from 3.00 to 3.60 and the average of the whole task is 3.2

Unit 2

The result of evaluation showed that generally, Unit 2 was appropriate to be applied in the instructional process based on the mean questionnaire items ranging from 3.3 to 3.5.

The evaluation then was done by looking at the appropriateness of each task component. The data of the specific evaluation on each task of Unit 2 can be seen in the following table.

Table 2. Data of Evaluation of Unit 2

Task	Mean Score	Category
1	3.5	Appropriate
2	3.3	Appropriate
3	3.5	Appropriate
4	3.4	Appropriate
5	3.5	Appropriate
6	3.3	Appropriate
7	3.3	Appropriate

The data show the mean scores of each task ranges from 3.3 to 3.5 and the average of the whole task is 3.4.

Based on the data analysis, most of aspects of Unit 2 were appropriate to be applied. The revision was made to make the procedure of this task appropriate.

Unit 3

The result of evaluation showed that generally, Unit 3 was appropriate to be applied in the instructional process based on the mean scores of the students' agreement towards the questionnaire items ranging from 3.1 to 3.4.

The evaluation then was done by looking at the appropriateness of each task component. The data of specific evaluation on each task of Unit 3 can be seen in the following table.

Table 3. Data of Evaluation of Unit 3

Task	Mean Score	Category
1	3.4	Appropriate
2	3.2	Appropriate
3	3.4	Appropriate
4	3.3	Appropriate
5	3.4	Appropriate
6	3.3	Appropriate
7	3.1	Appropriate

The data show the mean scores of each task ranges from 3.2 to 3.4 and the average of the whole tasks is 3.3. Based on the data analysis, most of aspects in this unit were appropriate to be applied.

Result of Development (Developing)

After conducting the need analysis, the syllabus was developed. The needs analysis become the basic of development. The syllabus was made by developing some items in the needs analysis and it covered some course grid so it was not the whole syllabus because it was done based on the students' task in having interview with native speakers. It would be divided on several units in the materials which would be developed their speaking in interacting with the native speakers. The syllabus consists of unit title, standard of competence, basic competence, indicators, materials, learning activities and media used.

The unit title in the materials was taken from one of the expressions used in the unit or the main discussion of the unit. The title reflects the topic that was chosen by the learners before in the need analysis process. The input was organized based on the topic and the basic competencies. The inputs of speaking tasks are reading texts, videos, and dialogues.

The procedure is based on the cycle of intercultural approach. They are noticing, imitating, comparing, innovating, reflecting, and interacting. The materials of speaking are pronunciation, dialogue, reading text and video.

Discussion of Final Product

The analysis on the target needs and the learning needs was done in the early stage of the research. The result of the needs analysis used to design the course grid. The course grid then was used to develop the learning materials. The materials were designed in 3 units. Those three units of materials mainly discuss on speaking skill, pronunciation, vocabulary and grammar which have important contribution to speaking skill. Unit 1 consisted of 7 tasks, Unit 2 consisted of 7 tasks, Unit 3 consisted of 7 tasks.

The tasks in each unit were graded and sequenced using Nunan's (2004) pedagogical sequence. There are six components of task which were analyzed, namely goal, input, procedure, students' role, teachers' role in this case is lecturers' role, and setting. The appropriateness of each component has been analyzed.

In relation to task goal, generally, the learning process aims at giving students with knowledge and skills which help them to communicate in English with native speakers orally. This goal will be achieved by teaching the students the materials that usually found in the interview with native speakers in which the culture is inserted. By equipping them the subject matters that commonly found in the interview with native speakers by considering the culture of the native speakers, it will help them to acquire the intercultural competence in the real communication.

The students were taught to speak the language functions that commonly used in interviewing the native speakers. In writing, the students were asked to understand the technique of genre of texts namely: explanation, descriptive and report texts.

Concerning with task input, the appropriate inputs can be concluded as the inputs which give benefit to the students. The benefit input will facilitate the students to learn and utilize their knowledge on the language and its use in their speaking. This is supported by Krashen's (1982: 20) input hypothesis that states "We acquire language when we understand messages (input) in the target language that are just a little beyond our current level of acquired competence. In order for learners to progress from one stage of acquisition to the next, they need to comprehend language that includes a structure at the stage beyond that of the current level." The appropriate inputs should contain themes that are interesting and familiar for the students. This finding was supported by Tomlinson's review on the materials development, many local materials do provide comprehensible connections to the culture of the learners.

The interesting themes will motivate them to learn the target language. Themes that are used in these tasks are themes that are related to cultures. The video which are presented in the tasks also appropriate since the videos are interesting and they help the students to understand the information.

The appropriate procedures for speaking, the appropriate speaking activities are having dialogues, making the expressions, and practicing the dialogues by interviewing native speakers.

Concerning the students' and lecturer's role, they have important roles. The students do the activities based on the lecturer's role as an observer, the lecturer is also as a controller when the students do some mistakes.

In relation to the procedure, the appropriate English learning materials should put the activities in the same sequence for all units. The activities also sequenced gradually, from the easiest task to the most difficult ones. In speaking procedures, the appropriate speaking activities are having dialogues, making the expression, and practicing the dialogues by interviewing native speakers.

Related to the task setting pair works are appropriate. Based on the findings, the pair works are mostly appropriate because the students do the interview with native speakers. The students feel motivated and confident. In pair works they also learn and control themselves to always express something considering with culture.

After having the cycle based on the intercultural approach the materials always insert culture in each unit. The importance of inserting culture because learning a language will always learn a culture automatically since language is a part of culture.

CONCLUSIONS

Based on the research findings, the conclusions can be drawn in several sections; the target needs, the learning needs, the units design, and the characteristics of appropriate task components.

In terms of target needs, the students are expected to be able to communicate in English with native speakers orally. In terms of learning needs, the students like watching video. The students also like to have various activities and settings in practicing the language.

The organization of each unit consists of three parts, namely the introduction part, the main teaching and learning part, and the reinforcement part. The introduction part consists of a unit title and an overview paragraph. Beneath the unit title, there is an overview paragraph that explains the learning objectives.

The appropriate task components are viewed from six aspects; the goal, input, procedure, setting students and teacher role.

The learning materials have goal to utilize students with knowledge and skills which help them to communicate in English with native speakers, orally or in written, especially in themes related to cultures. In relation to the input, the English learning materials should provide the benefit inputs accompanied by videos as illustrations since they are interesting. Themes that are commonly found in every day life in which culture also described and that are related to cultures are appropriate to be included in the inputs.

In relation to the procedure, the appropriate English learning materials should put the activities in the same sequence for all units. The activities also sequenced gradually, from the easiest task to the most difficult ones. In speaking procedures, the appropriate speaking activities are having dialogues, making the expression, and practicing the dialogues by interviewing native speakers.

In relation to the setting, the appropriate settings are pair works. In relation to the learner and teacher roles, the appropriate learner role was being active participant, and the appropriate teacher role was being controller and observer.

BIODATA

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MICRO TEACHING AND STIMULATED RECALL: HOW TEACHER STUDENTS AWARE OF THEIR TEACHING

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Abstract: The paper reports a stimulated recall of a 40 minute microteaching of English as a Foreign Language. The subjects are twenty five students of English Department in a public university. The micro teaching sessions were videotaped then stimulated recall technique was used to reflect on the video materials that they have. The data were analyzed using (a) ethnographic microanalysis, (b) selective verbatim transcripts, and (c) Initiation-Response-Feedback (IRF) sequences. The paper addresses issues on the nature of teaching practice of teacher students and what the teacher students experience in teaching practice. It also addresses what roles a lecturer, teacher students, and peers play. The paper highlights an issue on how all of teaching practice activities that analyzed are connected to processes of awareness of teaching. Based on the findings, it shows that the teacher students are able to identify their weaknesses and strengths in their teaching behavior. The peers learn to observe and interpret the results of observation. Thus, these improve teacher students' awareness of teaching because the lecturer also helps them to face problems and defines improvement. This stimulated recall report has pedagogical implications for the implementation of professional development in Indonesia.

Keywords: teaching practice, stimulated recall, videotape

INTRODUCTION

Faculty of Education and Teacher Training has a responsibility of providing competent teacher by having microteaching program. It provides teacher students with an opportunity to improve students' teaching skills. It helps them to promote real-time teaching experience and attain gross improvement in the instructional experiences (Remesh, 2013). Due to this fact, Mahmud and Rawshon (2013) say that microteaching is used in the field of therapy (Mastromarino, R, 2004) to help convert theoretical knowledge in practical application. There are five techniques to do, i.e. role

playing and video or audio recording, self observational and / or supervision, reinforcement, re-experimentation, and practice of acquired abilities.

Microteaching is a method for training where explicit use is made of the principle of feedback and where teacher-learning situation remains limited in terms of peers as students, time allotment, and pedagogic presentation. In microteaching, teacher students as teacher candidates face serious problems in areas of classroom discipline, motivating pupils, coping with individual differences, assessing pupils work, organization of class work, insufficient materials and teaching aids. Besides, they also get problems concerning with lesson planning, effective use of teaching methodology determining learning levels of students. The most serious problem is classroom management which affect pupil's learning (Clement , 2010).

In microteaching as a quality education, teacher students are assumed to develop their skills to communicate during their higher learning experience by viewing themselves on video in learning teaching skills. This presentation focuses on the research method of microethnography that teacher students were attending stimulated recall interviews throughout a semester of microteaching program. This was carried out based on the assumption that teacher's pedagogical thinking is a way to construct meaning (Clark and Peterson, 1986).

In fact, research on teacher's pedagogical thinking has been a topic since 1980. This aims to understand what is happening in the classroom (Shavelson and Stern, 1981; Clark and Peterson, 1986; Frank and Uy, 2004). The research on this topic area focuses to know teachers' knowledge, values, and concept action. The researchers study conception of learning behind the acts such as teachers' pedagogical thoughts, judgment, decision, behavior, and beliefs (Shavelson and Stern, 1981; Pajares, 1992)

This paper presents how teacher students of English Department become aware of their teaching through microteaching and stimulated recall. This also deals with a current issue in teacher education which views teachers' development as a process that involves both acquisition of practical knowledge and skills and examination of beliefs, principles, and theories and how they influence the way teachers teach. English teacher education has to link the content of teacher education to the context where they work.

Due to teaching concept, there have been shifts of phenomena in teaching. In the past teaching is defined as a citation of a person imparting skill or knowledge or giving instruction. Nowadays, Moore (2007) defines it as an attempt to assist students in acquiring or changing some skill, knowledge, attitude, or appreciation. Some other experts argue that teaching is an effort to assist or shape growth. Teaching skill is a set of teaching behavior of the teacher which is especially effective in bringing about

desired changes in pupils' behavior (Mahmud and Rawson 2013). Referring to English teaching, being an effective English language teacher involves mastering practical classroom skills as well as acquiring the specialized knowledge that teachers use in their teaching. It demands them to have a deep understanding of teaching through that of teaching.

Specific skills are necessary for effective teaching in all grades. According to Moore's (2007) opinion generic skills of teaching consist of pre-instructional skills, instructional skills, and post-instructional skills. Pre-instructional skill involves planning of the objectives, content, teaching methodology, evaluation, and outcomes. Instructional skill deal with teaching action that requires teacher to be good at implementing the plan. Post-instructional skill concerns with reflection to evaluate teacher's action in teaching. Information of evaluation should be collected and analyzed, reading with the level of students' achievement and analysis of teaching materials and methodology that is designed and developed for prior and future instruction.

Based on the facts above the objective of the study is to describe how all of teaching practice activities in microteaching program is analyzed connected to processes of awareness in teaching. It treats video-stimulated recall as a tool for reflecting on the teaching of English as a foreign language.

METHOD

This paper is written based on a research on the thought processes of teacher students during teaching practice in microteaching program.

Participants

Data gathering process took place in Microteaching course classroom of English Department in Tidar University within one semester. This has been public university since 2014, however it had actually established as private university since 1979. There were 25 students as subjects that consisted of 15 females and 10 males participated in the research. They were students of sixth semester who took teaching practice of English who have taken some courses dealing with pedagogy lessons, English language teaching-learning methodology, curriculum, language testing, language skills, and language elements such as phonology, grammar courses, etc. This study also involved university supervisor (US) or lecturer as well as a senior high school teacher as a cooperating teacher (CT).

Microethnography

Within the discipline of educational ethnography, it was grounded in anthropological methods of participant observation (Spreadly, 1980; Frank & Uy, 2004). This is Micro-ethnography that is defined as study of

narrowly-defined cultural groupings. Microethnography which has also been called ethnographic microanalysis of social interaction concerns with social relations between persons engaged in a situation of face to face interaction.

The current study involved groups of teacher students who took microteaching course. As an ethnography research, it focuses on the sociology of meaning through close field observation of sociocultural phenomena in microteaching classroom. The perspective of the study concerns the immediate ecology of relations between lecturer as university supervisor (US) and senior high school teacher as cooperating teacher (CT) and teacher students (S) in a situation of discussion about teaching practice.

As a microethnography, this study is a narrative account off an object of social inquiry in microteaching classroom as a school system. Essentially it is a narrative study of a bounded system in its cultural context namely English language teaching. Classroom communication, in the form of conversation, is the central of the research. In this study, the researcher asked teacher students to observe video-taped teaching practice. The observation is prolonged and repetitive, the native view of reality is attended. The task is to elicit knowledge from teacher students whose teaching practice is video-taped. The researcher as ethnographer analyzes and interprets what is implicit and tacit explicit to the teacher students. The researcher did not predetermine responses by kinds of questions asked or any form of device is used. Teacher students were interviewed several times, using information from previous video to elicit clarification and deeper responses upon re-interview. This process was intended to reveal common cultural understandings related to the phenomena under study. These subjective but collective understandings on a subject for example the choice of teaching techniques are often interpreted to be more significant than objective data for example explaining elements of language.

Stimulated Recall

In a process-tracing study of stimulated recall, Muir (2007) involved observation and videotaping of a sequence of the lessons involving the cooperating teachers. It also involved combining professional learning with enacted classroom practice and was designed to encourage the teachers to interpret, reflect on, and enhance their teaching (Muir & Beswick, 2007). Video-stimulated recall process enabled teacher students to reflect on their practice.

Stimulated recall technique was used for participants to reflect on the video materials that they have used according to the tracking log files (Nunan, 1992) and introspective interviews were employed for participants to provide comments about insight of their own. Nunan (1992:115) addresses that “if we want to understand what people do, we need to know what they think.” Taking teachers’ cognitive processes into consideration,

the researcher therefore decided to use stimulated recall as well as retrospective interviews. Thus, stimulated recall is typically used when the process tracking technique would interfere with the subject's performance on a task.

Stimulated recall is typically used when process tracing technique interferes with subjects performance on a task, in this case, asking teacher students to think aloud. The researcher did not enter microteaching class but asked one of the teacher students' peer to videotape the lesson. This aimed to reduce their anxiety during the teaching practice. The researcher observed in a room behind the microteaching-laboratory room, however all teaching-learning activities are seen through the glass-window and the voice was heard using loud-speaker. After the lesson, the video was played back by the teacher student and the lecturer assisted in recalling the covert mental activities and behavior. Rosaen, Lundeberg, Cooper, Fritzen and Terpstra (2008) state that video-stimulated recall has also been found to enhance reflection. While, Powell (2005) found that video-stimulated reflective dialogues enabled teachers to articulate their thinking and feelings by defining a focus and context for inquiry into their professional practice. Widodo (2009) also involved the use of video to stimulate self-observation to practice reflective teaching.

Either process tracer or stimulated recall in this study made use of verbal report as data to reveal cognitive process of teachers. Teachers were asked to say whatever they are looking at, thinking, doing, and feeling, as they go about their task. This enabled the researcher to see first-hand the process of task completion (rather than only its final product). The researcher in such a task objectively took notes on everything that the teachers say, without attempting to interpret their actions and words. The purpose of this method was to make explicit what is implicitly present in research subjects.

Teachers' responses to interview questions in the stimulated recall were interpreted as reflecting primarily their thinking during the interview. This may be legitimately correlated with other teacher characteristics, teacher planning behavior, and students' achievements. By using this technique teacher students were able and willing to articulate their thought. However, sometimes the researcher employed initiation-response-evaluation (I-R-E) conversational structure. Through the ways the teacher students initiate a topic or a question they may provoke to engage ideas in different and perhaps more critical manner. The I-R-E structure was used to control and power in the researcher and to limit what counts as legitimate knowledge.

During stimulate recall, the researcher used selective verbatim transcript as well to confirm what was happening in classroom. It covered teacher students' questions, pupils' responses to statement or questions or pupils' questions. Confirmation activity enabled the teacher students to

reflect on their practice. Thus, it revealed the nature of interaction related with their awareness in teaching.

DISCUSSION

The current research focused on adapting the stimulated recall in the research on teacher students' awareness of teaching in microteaching. Recording of video was used as a prompt material for the teacher students' stimulated recall interview. In this section, discussion is data analysis-based which covers pre-instructional skills, instructional skills, and post-instructional skills.

Reflection of Pre-Instructional Skill

At the first reflection, the subjects of the research carried out teaching practice with lesson planning. All of them designed teaching-learning activities that were reflected in lesson plan.

Data were collected from the first observation of five teaching episodes of twenty five teacher students research participants that yield information to make the following findings. Prior to observing the instructional activities, all teacher students read lesson plan and some of them made comment about themselves as the following excerpt shows:

"I am personally not sure whether I am ready to teach or not. I don't think I am confident to teach because It was my first experience in teaching. I'm not sure whether the teaching-learning design is appropriate. I just copied RPPnya kakak klas (upper generation's lesson plan)"

During the interview, the teacher students often showed their hesitation to say something. Then, the researcher employed I-R-E by initiating to ask a question such as :

"what is the objective of learning and how do you achieve the objective"

This question led teacher students to check the suitability of objective and teaching-learning methodology and activities that they designed. They responded the question by checking their lesson plan and explain what they had written. They made personal reflection about failure and success due to their teaching design. Then the researcher evaluated the success and failure of the design. They further made personal reflection about failure and success due to their teaching design. After that the researcher continued asking the following question as the next initiation:

"how do you check whether learning objectives are achieved?"

They, then, overview the evaluation and all of them realized that test item and learning objectives did not match. Having this I-R-E, the lecturer guided the teacher students to be aware of the relationship of standard competence, indicator, learning objective, learning material and activities, and evaluation.

The second reflection of the same five subjects for five teaching episodes among twenty five subjects on pre-instructional skill occurred differently. Teacher students had designed lesson plan much better. Below is their comments :

“I’ve already known how to design learning. What to write as learning objectives, learning material, activities and evaluation. Thank you for the last week reflection” (S1)

“Thanks for the reflection and your explanation. It’s been clear to write lesson plan and I am confident to start teaching” (S2)

“I am confident to write lesson plan and I feel better to teach” (S3)

Since writing lesson plans is one of compulsory programs in microteaching, they have to obey the rule and requirement as faculty members. Consequently, this forces teacher students to acquire pre-instructional skill. Reflection provides opportunities to analyze and reflect on problems of professional practice.

Stimulated Recall of Instructional Skill

The first lesson that was observed and videotaped in teaching-learning activities of micro teaching was realized by one of teacher students practiced to be a teacher and the rest became students. The result of observation shows most teacher students research participants in this study conduct classes or teaching practice using recitation methodology of teacher created question and answer. Below is an example of selected verbatim transcript of teacher-students interaction.

T : *Today we are going to study about narrative text. Do you know narrative text?*

Ss : *Yes..... (choir)*

T : *please mention a story of Narrative text.*

S1 : *Sangkuriang*

S2 : *Cinderella....Snow White*

T : *what else? can you mention other stories?*

Ss : *Yes..... (choir)*

T : *what else?*

S5 : *Malinkundang*

In interaction of the teacher and students above, they use less than sentence level. The students produce very short utterances. This question and answer is identical teaching technique in beginning level of foreign language teaching-learning process. In this level the teacher usually focus on vocabulary and grammatical mastery of the students. The following excerpt is another selected verbatim transcript of teacher-students interaction that occurs during teaching practice.

- T : *What are linguistic features of descriptive text?*
Ss : *Yes..... (Choir)*
T : *What are they?*
S1 : *present tense.*
T : *Yesany else?*
S2 : *nominal sentence*
S3 : *use to be and adjective*
T : *Yes.... Descriptive text uses simple present tense...and adjective in nominal sentences, for example interesting, boring, beautiful, smart, small, etc...etc.... since the sentences use adjective, you build nominal sentence or use relational process. Here are the example on the text : 1) Magelang is a cool town. or 2) Magelang is a beautiful small town.*

The teacher – students interaction of the excerpt above shows an interaction when the teacher invite students to discuss about linguistic features of descriptive text. Those two teacher students were not at ease and did not feel confident to teach as it is presented in the following excerpt of stimulated recall.

“I tried to engage students in learning using question-answer technique, but the students just responded using very short answer. I was confused so I use lecturing teaching technique. May be this is caused by my unclear learning objective. Next meeting I will revise my lesson plan and try to improve my teaching. I now understand that clear learning objectives affect teaching-learning process”

During viewing of the video, most of the subjects comments about themselves, their students, and the practice. They made personal reflection about their effort, success, and failure of teaching. One of the subjects’ personal comment indicated that he was confused and shy.

“....he he...I was confused because my students were passive and answered using very short answer. Moreover, I feel everyone stared at me. Embarrassed about that. I will use teaching aid next meeting. It will encourage them to tell more in English. Besides, they

will look at the teaching aid not me. May be I will try group discussion”

The above comment is quite critical of himself due to his personal feeling and teaching technique. Those comments provide an opportunity for personal development and professional development in terms of classroom management, teaching technique and teaching aids.

The second lesson observed for a teacher student revealed a distinct situation to the one observed and reflected in the previous week. The following excerpt shows the subject’s awareness of preferred teaching methodology:

“I just learnt how my teachers taught me and how my friends practiced teaching. That is the model I follow”

Referring to the selected verbatim transcript of teacher-students interaction during teaching practice in microteaching, in the context of English as foreign language teaching, teacher students preferred recitation method as uniformity, used example in text-book or prepared-text, and their own example rather than discussion-based teaching. Asking question using full sentences is clarity skill that is mostly used by the teacher students.

Another teacher student commented her success in using a teaching aid within an active learning technique.

“I am happy because my students were active to describe something when I used a picture and a foam that I attached on the wall. They are physically active to move when I applied gallery walk”.

She was aware of the importance of teaching aids in teaching-learning process. She also understood well that as a teacher she had to be able to manage the students and make them study something. This is supported by the answer of the teacher student, when the researcher tried to clarify why she chose the teaching aid.

“by using that teaching aid I want my students be active and to make that learning is interesting and fun I applied group work to describe something or someone written on the foam that was attached on the wall. I want my students to be creative active”

The last comment presents a very critical argument. Stimulated recall facilitates teacher students to be aware of teaching especially the need of student-centered learning.

Reflection of Post Instructional Skill

Reflection of post instructional skill that is done functions to confirm in post conference. It deals with capability of teachers after conducting teaching-learning activities. In this phase, all teacher students had a conference to have a reflection of their teaching practice which cover lesson planning, action of teaching, and evaluating. It is used to analyze an application of skill or a set of skill that becomes a focus of training. Richards (2005) says peer collaboration provides student teachers opportunity to their implementation of clarity skills and discussion of which practices match with their objectives as EFL teachers. The following comment shows how teacher students respond all input concerning with teaching practice.

“I have to learn many things based on my experience and my friends’ teaching as model. I will use them in my class if it is applicable.....”

This shows that the teacher students belong to the one who are enthusiastic to improve his/her professional development. However, I found one of teacher students expressed something different:

“Well..... uhm....I don’t want to be English teacher, so it is me”. It enough for me”

This teacher student had a negative response toward the result of discussion concerning with the feedback of teaching practice. He tended to avoid teaching improvement.

IMPLICATION

It is possible to apply stimulated recall in microteaching because with the help of this, teachers are able to investigate cognitive process of teaching. The study of thinking in continuous connection with real action and explore the teacher’s own perspective become teacher students’ necessity.

Clarity competencies are perceived as valuable for them because they enhance teacher students' presentations in microteaching. It also shows more pedagogical reasoning that is a vehicle for competencies acquisition and teacher reflection. Teachers’ prior knowledge and experiences of language learning appear to play a significant role as a source of teaching. Teachers who reported positive learning experiences seemed to endorse those practices they had been exposed to as learners, while those teachers who described negative learning experiences tended to reject the methods used by their own teachers. To a lesser extent, knowledge which is from previous experience in teaching also affected their knowledge and belief (Winarsih, 2012). Some teachers who

recounted incidents involving experimentation with new techniques had led professional development.

The teacher students' practicum is held by combining direct teaching experience and university based-teacher education. This applies triad supervision consisting of student, university supervisor (US) or lecturer as well as a senior high school teacher as a cooperating teacher (CT). There are two supervisory model; traditional supervision and traditional supervision combined with peer coaching.

CONCLUSION

Effective teacher training has been a concern regarding teacher education. To run out the problem of the quality of teacher, microteaching is organized. Microteaching program helps teacher students to learn and practice essential teaching skills effectively. During the teacher students practice teaching in microteaching class, prospective teachers typically practiced and applied the theories of teaching that they got in the teacher education program. This equips students with experience. If the students are more experienced, learning becomes more effective.

The essential thing of stimulated recall in microteaching session is the ability to give and receive feedback related with mastery of content knowledge and theories of English as a foreign language teaching methodology with an open mind. The essential aim of stimulated recall is to describe the actions during the lesson as authentically as possible. Thus they become of aware of their teaching skill.

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ENGAGING UNIVERSITY STUDENTS IN THE ASSESSMENT OF TEACHING PERFORMANCE

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Abstract: Assessment is very significant in the teaching learning process. However, it is common that university students are not involved actively in the assessment process as their works have been accomplished or submitted. This thing, certainly, directs them to be passive recipients of assessment outcomes. 21st century as the knowledge age demands students to engage in the peer-assessment process which is in order to improve their skills whether as students (short-term) and teacher candidate (long-term). This paper focuses on explaining the practice of peer assessment in teaching reading at the fifth semester students of Borneo University Tarakan. Further, peer assessment was conducted in the purpose of involving students' judgement on their peers' teaching performance. Based on the practice of peer assessment, it can be concluded that peer assessment leads university students to contribute enthusiastically in assessment process for achieving better short-term as students and long-term learning outcome as teacher candidate during their study in higher education.

Keywords: Peer assessment, Teaching performance

INTRODUCTION

In the knowledge age especially for Indonesian university students enrolling undergraduate program in Faculty of Teacher Training and Education, they are demanded to actively engage in the learning process which is in order to improve their skills whether as students (short-term) and teacher candidate (long-term). The effort to improve the quality of university students here is reasonable considering the human and economy growth in Indonesia. As Indonesian government stated in Government Work Plan that in higher level education, there should be an improvement in access, quality, relevance, and guarantee of academic quality and innovative study program which is appropriate with the development of industry world and job market (Presidential Regulation, 2015). Regarding the growth, rapid changing expectations of graduates, and presidential regulation, the new approach to improve the quality of university students and learning

outcomes themselves is through assessment as the part of learning process in higher education.

Assessment is an integral part of the learning process that has an important role in instructional design (Thomas et al., 2011). Further, Brew (1999) stated that assessment and learning must increasingly be viewed as one and the same activity because teachers share with their students the process of assessment- giving up control, sharing power and leading students to take an authority to assess themselves- the professional judgment of both is enhanced. In short, students are not considered as the object in the classroom, but rather as the co-assessors. Thus, assessment is unseparated part in the learning process that enables students to take their role not only as the individual who is being assessed but it is more than that, they take a part in the process of learning specifically in the assessment.

One kind of suitable assessments is peer assessment. Falchikov (2007) said that peer assessment includes processes which require students to “provide either feedback or grades (or both) to their peers on a product, process, or performance, based on the criteria of excellence for that product or event which students may have been involved in determining”. Moreover, peer assessment is viewed as one of the best and perfect success in educational history (Slavin, 1997). That statement is strengthened with another statement that peer assessment improves learning of students (Falchikov & Goldfinch, 2000) through “a sense of ownership and responsibility, motivation, and reflection of the students’ own learning” (Saito & Fujita, 2009). Additionally, peer assessment is recommended as one of the effective approaches for classroom evaluation (Shepard, 2000; Topping, 1998). It is effective because the students do not only have opportunities as learning facilitator but also as the tool for instructors to gain more apparent of students’ teaching performance. Academically, Carless et al. (2006) stated that teachers can improve the effectiveness of peer assessment by informing the students about the benefit of contributing actively in the process of the assessment. Therefore, peer assessment is useful to get students involved actively in the spirit of collaboration. Besides, peer assessment enables students to enhance their learning activity and as teacher candidate, they get an experience about how to contribute directly in the process of assessing their pair performance (i.e. teaching and managing students in the classroom).

Teaching Performance Through Practicum and Peer Assessment

Teaching is showing or helping someone to learn to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2000). Teaching is “an interactive process, primarily involving classroom talk which takes place between teacher and pupils and occurs during definable activities” (Amidon in Suresh & Srinivasan, 2014). So, it can be inferred that teaching is related

to the process of giving instruction, providing knowledge, process of causing students know or understand about the material given by the teacher and this process is done interactively. Hence, every activity is definable and meaningful.

Considering the importance of teaching, Indonesia now faces the challenges of teaching profession which is getting bigger. They start from the competitiveness on global economy and market place (as Indonesia is one of ASEAN members organizing Asean Economic Community), (Tuli & File, 2009) the rapid changing of technology and job opportunity, the growth of knowledge which includes the way people learn and what makes teaching more effective so it is related with the act of re-examining the basic principles and methodologies of teacher preparation. In order to face those challenges, many approaches have been implemented in teacher education program. One of the implemented approaches is practicum. It is not a new thing in higher education level for it is already introduced and considered as the most highly valued component of teacher preparation (Glickman & Bey, 1990; Haigh & Tuck, 1999; Hill & Brodin, 2004). Moreover, Kennedy in Tuli & File (2009) stated that practicum has been a site where students' teachers can practice the art of teaching in real school context whereas it also provides a firm foundation for future development (MoE, 2003). Thus, practicum does not only have a role as the foundation for the future teacher candidate but it is as the power of experience so that the students can have their critical perception of teaching and learning (Gustafson & Rowell, 1995). By conducting practicum, students of teacher and education faculty will get more experiences about what they are going to do, prepare, and evaluate after graduating from the university and work in the field. Besides, they can improve their critical perception about teaching and learning process no matter where it is held, in or out of the classroom.

Practicum and assessment are connected each other because through practicum the students give their assessment towards their peers' teaching performance. However, there are two arguments about giving assessment whether it is done individually or in pair. According to Hanrahan & Isaacs (2001), the first argument about peer assessment skills is students ought to be taught about this kind of skills due to its significance for students' future skills. This argument is appropriate with the present study at which students need to have these skills considering their role as teacher candidate. Then, the second argument is [...]peer assessment is valid if only the students are well-trained in the use of relevant techniques of the assessment. About this argument, students of teacher and education faculty have already taken the subjects related to the assessment and teaching before they get involved in teaching practicum. Therefore, students get used to know and implement the assessment as long as the teaching practicum is conducted.

Previous researches

There are two previous researches related to the use of peer assessment. First, the result of research conducted by Hanrahan and Isaacs (2001) shows that the students benefited from their involvement in the peer assessment. The result also shows that the the need training or other measures of assessment is proven especially when they were involved in the peer assessment. Second, Thomas et al. (2011) found that the response given by the students to my self- and peer-assessment was various ranged from disbelief, confusion and fear on one hand to excitement and enthusiasm on the other. It can be inferred that students had different perception and feeling about the implementation of my self- and peer-assessment. Regarding the previous researches, this paper focuses on the practice of peer assessment in teaching reading performance at the fifth semester of Borneo Tarakan University.

METHOD

Participants

Participants were the fifth semester students of English Department. They took Teaching of Reading subject. There were 67 students from two classes. Of the 67 students enrolled in the subject, 66 (F=45 students, M=21 students) participated in the study (a response rate of 98%).

Instrument

The instruments used in this study were questionnaire and form of assessment. The questionnaire was open-ended questionnaire given to the students. The questionnaire was about the difficulty in assessing their friends' teaching performance, the the advantages of assessing their friends' teaching performance, the opinion about being assessor of other student and is there any relation between their viewpoint of being assessor with the job desc of lecturer/teacher?, their viewpoint of conducting peer assessment, their thought about peer assessment whether it can motivate learning motivation. Meanwhile, form of assessment was modified from the form of assessment made by Asril (2011). The form of assessment was divided into three parts namely N1, N2, and N3. The focus of N1 (or first value) was of the design of lesson plan, N2 (or second value) was of teaching practice, and N3 (or third value) was of social and performance. In addition to the form, each of them had particular criteria that students had to concern about. The criteria of N1 were indicator formulation, description of relevant material, use of teaching aids/ learning material, various strategies in teaching learning activity, the arrangement of question items and answer keys related to the material, relevant reference for the material; N2 included teaching skills of beginning the class, mastery of material, indicator relevance with the material, teaching method and variation, class management, skills of lecturing, skills of reinforcement, skills of asking questions, drawing

conclusion, skills of ending the class; N3 consisted of performance (e.g. cleanliness and tidiness), participation and creativity, cooperation/association, discipline, personality/attitude, and responsibility. Each form got a various score, it ranged from 1 (very less) to 5 (very good).

Structure of subject

Teaching of reading subject is a 3 credit subject. The subject was organized so that each week there was three up to four students whom were given particular time due to the level of school being taught (junior high school ± 40 minutes or senior high school ± 45 minutes). Assessment was on the final task in the form of teaching performance.

Procedure

The procedure of this research started from the preparation of the students themselves. They got same material about the teaching and assessment. During the teaching, the students were introduced to particular criteria of assessment and teaching steps. They were told to assess their friends. The interesting thing was they had a promotor (from their own friends). The function of the promotor was to be their partner in sharing or fixing their lesson plan and materials. Further, lesson topics were freely chosen by the students but they had to discuss about the material division because it would be ineffective if they took same materials and same teaching ways. Thus, it would improve students' consideration to their work before taking a performance before their classmates. The lecturer herself prepared two other students as the observers during the teaching performance being conducted. The form of assessment itself had already been available before the teaching performance and it made students easier to comprehend the criteria given in the form. Later, after all preparation had been completed, the teaching performance was conducted. All students paid their attention, the observers, lecturer, and promotor gave their score due to the teaching performance, and specially for observers, they had to write their feedback to their colleagues.

DISCUSSION

Initially, the researcher discussed about the materials and grade the students would get. They got confused and repeatedly met the researcher to fix their problems on the materials and level. It was because of the same topics they had to teach in the classroom. Nevertheless, the same topics were unavoidable because it was based on the curriculum being used during the practicum.

After all preparation had been done, students were introduced to form of assessment and together the researcher and students discussed the criteria in the assessment. Being fixed with the form, students started to do their teaching performance. The promotor and the observers gave their score by

considering the three points covering design of lesson plan, teaching practice, and social and performance. Regarding the implementation of peer assessment, the researcher checked the score given by the promotor and observers, surprisingly each role given to the students was taken seriously. The promotor cooperated with the teacher and together they designed the lesson plan carefully. Certainly, the lecturer provided necessary things related to the indicators, objectives, media or strategy that would be used by the teacher. The given score was also various. Students gave their comment towards the performance. For example:

Generally, the materials and media were good, the method was also not monotonous. Viewed from the lesson plan, there was inconsistence among the order of learning activities, the learning objective, and the plan. Anyway, it was still good. (DIA)

The performance was good enough, and the thing I like most was the way teacher directed the students to stay focus. My suggestion is improvise your way to explain the materials so that it will be clearer for your students. (DIB)

The comments above are strongly supported with the given answer of questionnaire. The followings are response taken randomly and each answers different questions as they are already stated in the part of instrument.

#1 I think it's very difficult because we have to be objective. Although he/she is my friend, when he/she doesn't show good performance, I should give him/her a bad point appropriate with he/she performance. (LI)

#2 We get new experience how to teach people, some people consider it's easy to carry on and some else act of hard, so depend on people's character itself. (M)

#3 I do know how it's feel to be an assessor, and of course it's related to my viewpoint of lecture/ teacher job. Cause we teach students not only to give them knowledge, but also to know whether they can share their knowledge to other.(SM)

#4 I think that's good because I can learn from their mistakes in teaching. And make me better in teaching soon. (NA)

#5 Yes of course. Because from the peer assessment, the teacher can evaluate or can make be better. And from peer assessment it can make the teacher knows the strengthness and the weakness. (NE)

According to the previous comments taken randomly, it is found that students paid their attention in each teaching stage. They also could assess their friends although there was always inaccuracy during the assessment (they were still difficult to be objective). However, this open possibility is very logic with the statement given by Thomas et al (2011). It is stated that “developing [students’] abilities to make judgments of the quality of works is a process”. The other point to consider is about the advantage of peer assessment, it is stated that they get new experience. Although they felt difficult, but it is the learning of character building too. Then, about the their opinion of being assessor, in fact the students felt that they are more aware about the knowledge, whether the students understand and deliver it to others or not (the thought is connected to their job as teacher). Next, students have opinion that peer assessment was difficult in the beginning but after several meetings, they were used to it and gave feedback that this kind of assessment enables them to learn from their peer’ mistake during teaching performance. Therefore, it is very good and encourage them to make well preparation before the teaching practicum was conducted. All in all, their learning motivation also improved and influenced their teaching performance. We cannot force the students to be the very-well teachers in one semester through teaching practicum but we have to make them realize to keep motivated, learn and practice more as they are the future education practitioners.

CONCLUSION

The findings of the present research indicate that lecturer can involve students actively in teaching learning process by giving them wide opportunity especially in conducting the assessment. But, students have to have clear explanation about the assessment started from the criteria of assessment, their role, and to what extent their participation towards their peer teaching performace. The core is on explaining the criteria of assessment because it is related with their viewpoint about teaching directly in the school. Every teaching stage and the preparation included should be considered and get high priority because they will not only get its benefit shortly (as the students) but also for their future (as teacher candidate) too.

BIODATA

Firima Zona Tanjung is a lecturer of English Department in Borneo Tarakan University. She teaches Teaching of Reading, Intensive English Course and English Drama and Prose. She focuses on reading and drama. Her researches are more about implementing peer assessment in teaching performance and how various teaching strategies, models or methods can improve student’s skills in English. Firima has regularly organized her students’ drama performance, published 7 papers and actively involved in English teaching seminars.

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EXPLORING CLASSROOM ENGLISH USED BY ELEMENTARY SCHOOL TEACHERS

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Abstract: As a foreign language, English at elementary schools is taught to prepare the students to learn the language at a higher level. Elementary school students take great pleasure in playing games. As English teachers, it is important to understand their world. They also need to know how to teach their students by using English communicatively as the language of instruction in the classroom, and a teaching model must be designed appropriately. A routine activity by using classroom English communicatively in a process of teaching and learning is helpful for elementary schools students. This article is the result of an exploratory study to describe the use of teacher classroom English at 5 elementary schools in Kudus. The results indicate that the teachers used classroom English in the pre-teaching through the steps of *everyday greeting, taking register, and getting down to work*, but they didn't use classroom English in *entering the classroom, meeting a new class, and dealing with lateness*. While teaching, they used classroom English to *make things clear, sequence activities, check progress, and stop*, but they didn't use classroom English to *start something new*. During the post-teaching phase, classroom English was used to *set homework, stop work, and say goodbye*, but the teachers didn't use classroom English to *check the time, make announcements, and clear the class*.

Keywords: Classroom English, elementary school teacher.

INTRODUCTION

In Indonesia, teaching English at elementary schools is intended to introduce English as a foreign language. The policy of *Departemen Pendidikan Nasional*, No.0487/14/1992, Chapter VIII and *Undang-undang Sistem Pendidikan Nasional*, No.060/U/ 1993 states that learning English can be incorporated into the curriculum of local content at elementary

schools. The competence of elementary school graduates should be appropriate in order to prepare them to learn English at the higher level.

Margana (2015:371) explains that in the elementary school level, English serves as one of the local content to be taught optionally. In relation to this, a great number of elementary schools in Indonesia located in urban areas include English as one of the subjects that should be learned from fourth grade onwards. Even other elementary schools offer English as a local content subject starting from first grade. In pre-school, English is also taught. The English in pre-schools aims to motivate students to learn English. It is also intended to introduce some vocabulary items of English early so that they will be familiar with the sounds of English and vocabulary items as presented in songs, games, charts, stories, and others.

Students of elementary schools are young learners. They take great pleasure in having fun in what they do (Clark & Clark, 1977; Philips, 1993). Elementary school teachers should understand their world, and they also should have the ability to teach by using English communicatively as the language of instruction in the teaching and learning process in the classroom.

Teaching English to young learners should consider the theories developed by Piaget, Vygotsky, and Bruner. According to Piaget (Cameron, 2001: 2-4), children are active learners and thinkers, constructing their own knowledge from working with objects or ideas. They interact with the world around them, solving problems presented by the environment. Children seek out intentions and purposes in what they see other people doing, bringing their knowledge and experience to their attempts to make sense of other people's actions and language. Vygotsky (Cameron, 2001:5) says that development and learning take place in a social context. The world is full of other people who play important roles in helping children to learn, bringing objects and ideas to their attention, talking while playing and about playing, reading stories and asking questions. Children learn to do things and learn to think through interaction with adults in a social context. Bruner (Cameron, 2001:8-10) says also that language is the most important tool for cognitive growth, and he has investigated how adults use language to mediate the world for children and help them to solve problems. Talks or what is known as scaffolding support children in carrying out an activity (Myhill, 2003; Macdonald & Martinez, 2005)

Classroom interaction is a practice that enhances the development of speaking and listening among the students. This device helps them to be competent to think critically and share their views among their peers. This interaction will guide them to communicate with their peers easily and will give them exposure in language learning. It will help them also to come face to face with various types of interaction that can take place inside the classroom.

A teacher is responsible for creating a learning atmosphere inside the classroom. It is through interactions and motivation that helps them to come out with new ideas related to the topic. Using classroom English communicatively in a process of teaching and learning is helpful for elementary schools students to make speaking the language becomes a routine activity. Krashen (2002:9) explains that *Routines and Patterns* may be helpful in establishing and maintaining social relations and also managing conversations. He also mentions that the term of *Prefabricated Routines* as simply memorized whole utterance or phrases in which a performer may use these without any knowledge at all of their internal structure. Applying the concept of *Routines and Patterns* by using English in the classroom (classroom English) as *prefabricated routines* is essential to support the communicative competence of the students. It means the English teachers are expected to use classroom English as much as possible in the interaction with their students in the process of teaching and learning in the classroom to support their students' abilities in communication.

As mentioned previously, students of elementary schools need to have the relevant English communicative competence both in spoken and written forms to continue their study at the higher levels. The scaffolding talks can be transferred in the language classroom as routines which happen every day. They may provide opportunities for meaningful language development. They allow the child to actively make sense of new language from familiar experience and provide a space for language growth, and routines will open up many possibilities for developing language skills.

In the process of teaching and learning in the classroom, a teacher directs or gives instruction to his or her students through scaffolding talks. Scaffolding talks are expressions of the teacher to interact or give instruction to his or her students in the classroom. Scaffolding is the type of assistance offered by a teacher to support learning, and it is actually a bridge used to build upon what students already know to arrive at something they do not know. Scaffolding talks also refer to the talks used by teachers in giving instructions to support students' understanding. To support the scaffolding talks, teachers use the expressions of classroom English to create a comfortable situation in the classroom.

There are three steps utilized in the process of teaching and learning. They are pre-teaching, whilst-teaching, and post-teaching. In the process of teaching and learning, the teacher interacts with the students. The use of classroom English is really expected to support the English achievements of the students. Hughes and Moate (2007) explain the three steps of daily classroom routines in forms of teacher's talks and student's talks which include *beginning the lesson*, *running the lesson* and *ending the lesson*.

METHOD

This paper is the result of research conducted through an exploratory research design. The research focuses on finding out the use of classroom English by elementary school teachers in Kudus. The data were collected through the classroom observation in 5 elementary schools in Kudus, namely: SD 1 Colo, SD 2 Kajar, SD 1 Panjang, SD 4 Bulungcangkring and SD 5 Jekulo Kudus. The results of the observations were transcribed, while the data about the use of classroom English in pre-teaching, whilst-teaching, and post-teaching was analyzed and described in tables in this article.

FINDING AND DISCUSSION

The purpose of this research is to reveal the use of classroom English by the elementary school teachers in Kudus. The data is classified into 3 parts, namely: the use of classroom English in pre-teaching, whilst-teaching, and post-teaching, and they are presented in the following descriptions.

The Use of Classroom English in Pre-teaching

The data of the use of classroom English by teachers in the pre-teaching phase consists of *entering the classroom, everyday greetings, meeting a new class, taking register, dealing with lateness, and getting down to work*. The description is presented in Table 1.

Table 1. The Use of Classroom English in Pre-teaching by Teacher and Students

No.	Step of Teaching	Classroom English	
		Teacher	Students
A.	Pre-teaching		
	Entering the classroom	-	-
	Everyday greeting	Morning. Hello Good morning. Good morning, students. Good morning, class. Nice to meet you. How are you? I'm very well, thank you. How are you today? Are you fine? I am fine too.	Hello, good morning Good morning, Ma'am. Good morning, Sir Good morning, Miss. Nice to meet you too. I'm fine, thank you. And you? I'm fine, thank you. Fine.
	Meeting a	-	-

new class		
Taking the register	I will check the attendance first. I will call your name one by one. Raise your hand, please. Noboby absent?	Sick
Dealing with lateness	-	-
Getting down to work	Open your book! Open your book! On page fifteen. We still discuss about Number today. Do you still remember? Today we will learn about profession Ok, today we are going to learn Profession. Open your dictionary. What's the lesson today? Do you have homework?	

Table 1 show that the teachers used classroom English in the pre-teaching phase through the functions of *everyday greetings*, *taking the register*, and *getting down to work*. The teachers tend to greet the students, take the register, and they also start the lesson by using classroom English, but they usually use the same expression in every meeting. On the contrary, they didn't use classroom English in *entering the classroom*, *meeting a new class*, and *dealing with lateness*. That is because the students were already in the classroom, the class was not the new meeting, and there were no late students.

The Use of Classroom English in Whilst-teaching

The data of the use of classroom English by the teachers in whilst-teaching consists of *starting something new*, *making things clear*, *sequencing activities*, *checking progress*, and *stopping*. The description is presented in Table 2.

Table 1.2 The Use of Classroom English in Whilst-teaching by Teacher and Students

No.	Step of Teaching	Classroom English	
		Teacher	Students
B.	Whilst-teaching		
	Starting something new	-	-
	Making things clear	Ok good. Do you know? What does profession mean?	
	Sequencing activities	Please translate into English. Do you bring your dictionary? Come forward. One by one. Correct? Listen. Fill in the blank. Say in English. What is this? Start from Eka. Keep silent. Speak up. The last one. Ok write down. For the first exercise. Let's read the text. Now write and do the exercise. I give you 10 minutes to do it. Ok great. Speak up. Ok. next. Ok. the last one. Listen and say. Listen and repeat after me. Listen to me. Translate into Indonesian.	Correct Ok, Bu.
	Checking progress	Mention this. What number are they? Finished? Ok. It's good. Do you know? What about you, Adji? Well done. Ok. Great. Anybody knows? How about you, Putri? Ok good. Does anybody know? Yes. No questions? Ok. very good.	Finish, Bu. Yes. True.

	Do you know in English? What picture is this? True or false? Any difficult words? Any questions?
Stopping	Because the time is up.

Table 2 shows that the teachers used classroom English in the whilst-teaching in the steps of *making things clear*, *sequencing activities*, *checking progress*, and *stopping*. In this step of teaching the teachers explained the materials and sometimes they asked the students about the materials and checked their understanding. They didn't use classroom English in *starting something new*, because the materials were not new, they had been previously taught the week before.

The Use of Classroom English in Post-teaching

The data of the use of classroom English by the teachers in post-teaching consists of *checking the time*, *setting homework*, *stopping work*, *making announcements*, *saying goodbye*, and *clearing the class*. The description is presented in Table 3.

Table 1.3 The Use of Classroom English in Post-teaching by Teacher and Students

No.	Step of Teaching	Classroom English	
		Teacher	Students
C.	Post-teaching		
	Checking the time	-	-
	Setting homework	It is for your homework. Do it at home. I give you homework now. Write down. You can do it at home.	Ok.
	Stopping work	Ok, that's all. Ok today is enough. That's all for today I think today is enough. Thanks for your attention	Ok.
	Making announcements	-	-
	Saying goodbye	See you next week. Good bye. Thanks for your attention. Ok that's all for today. See you later. See you next week	See you.

Clearing the class	-	-
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Table 3 shows that the teachers used classroom English in the post-teaching phase through the activities of *setting homework*, *stopping work*, and *saying goodbye*. To finish the class the teacher gave some homework to do at home, then asked the students to stop and said good bye. They didn't use classroom English in *checking the time*, *making announcements*, and *clearing the class*. Without checking the time, they didn't have announcements to make to the students and clear the class.

CONCLUSIONS

1. The classroom English used by the teachers in the pre-teaching phase were in the steps of *everyday greeting*, *taking register*, and *getting down to work*, but they didn't use classroom English in the steps of *entering the classroom*, *meeting a new class*, and *dealing with lateness*.
2. The classroom English used by the teachers in the whilst-teaching were in the steps of *making things clear*, *sequencing activities*, *checking progress*, and *stopping*, but they didn't use classroom English in the step of *starting something new*.
3. The classroom English used by the teachers in the post-teaching in the steps of *setting homework*, *stopping work*, and *saying goodbye*, but they didn't use classroom English in the steps of *checking the time*, *making announcements*, and *clearing the class*.

The use of classroom English in a process of teaching and learning is helpful for elementary schools students to make speaking English becomes a routine activity as described by Krashen (2002:9) that *Routines and Patterns* may be helpful in establishing and maintaining social relations and also managing conversations. So It is suggested for the English teachers to use the classroom English as much as possible in every steps of teaching in the classroom.

BIODATA

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THE STUDENTS' INTEREST IN LEARNING ENGLISH THROUGH CLASSROOM MANAGEMENT

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Abstract: This research was aimed at finding out the students' interest in learning English through classroom management at SMA Negeri 1 Bontomarannu. The method of this research was the descriptive method. The population of this research consisted of Senior High School Students in the 2014/2015 academic year. It used a random sampling technique where the writer took one class of 33 second year students. The data was collected through questionnaires. The data was analyzed using the Likert Scale. The result of the data analysis showed that the second year students at SMA Negeri 1 Bontomarannu showed their high interest in learning English through classroom management. The use of classroom management to learn English gave many benefits to the students, such as; (1) they felt relaxed, more serious and active in the class, they had a high initiative and strong enthusiasm in learning, (2) created a friendly and cooperative atmosphere for language learning, (3) attracted the attention of the students and showed and their willingness to learn, (4) and created a strong motivation to learn. It was proven by the result of the mean score of the students' questionnaire of 87 that the majority of the students agreed with the positive statements and disagreed with the negative ones about the use of classroom management in learning English.

Keywords: interest, learning English, classroom management

INTRODUCTION

Teaching English as a foreign language has been done for decades in various countries where English is taught as the second or foreign language. It has a very important role because English becomes a factor that determines employment. Realizing how important the English language is for learning science and technology, Indonesian government includes it in the curriculum as a compulsory subject for students. Now every student can find English is taught from elementary school until university level and it is

even taught in some kindergarten. This shows the important role English plays in a developing country like Indonesia.

Students will use a language to communicate, it does not matter whether they use local language, national language or foreign language, as long as they both communicate in the same language they can communicate effectively. When people want to build up relations with other nationalities in the world, they need to communicate in the same language. However, with thousands of nations and languages, it is impossible to master all of them. To help people from different nations communicate, there are languages acknowledged by all nations in the world. Those languages are called international languages, and English is one of them.

To get the successful teaching and learning the process in the classroom, qualified teachers are needed. John I. Goodlad (2005) states "Teaching is a profession laden with risk and responsibility that requires a great deal from those who enter into it " (p.19). it means a teacher is a person who provides schooling for others. It is very important in order to improve the quality of teachers in the learning process. It can influence the students' interest in learning.

One way to become successful in teaching English is to pay attention to how big the student interest is in learning English. Even if the teacher has the professionalism to teaching the students still can get bored because there is no interest. The same thing happens to students at SMA Neg. 1 Bontomarannu (Senior High School). Some students feel bored to learn English for many reasons because most teachers usually do the same method or model in teaching.

Many things influence the psychology of the students. Therefore, to get the purpose of the education, the teacher should know the situation of the classroom. The situation of the classroom really has a big role in influencing the psychology of the students, such as students' interest. The students' interest will influence the achievement of the students. The way of the teachers in teaching the material or even the situation or the shape of the desk in the classroom are important in influencing the achievement of the students in teaching and learning process.

According to Muisj and Reynolds (2008:169), the important aspect in classroom climate is the relationship between teachers and students. Supportive and warm climate in the class is important for the teachers' effectiveness, especially in supporting and make students' give their good contribution in learning the process. Because if the student thinks that the classroom as a caring, and supportive interesting place that there is a sense of belonging and everyone feels comfort, valued and respected each other in the classroom.

The research problem is How is the students' interest in learning English through classroom management at second-grade students' of SMA Neg. 1 Bontomarannu (Senior High School)? Based on the problem

statement, it aims to figure out the students' interest in learning English through classroom management at second-grade students' of SMA Neg. 1 Bontomarannu (Senior High School). The main significances of the research as For educationists, the results of this research expected to give contribution theoretically and practically in the development in English teaching. For the teacher, this research expected to add information of teaching approach in the class and to encourage their teaching, especially for teaching English. For the students, this research is expected to increase the students' achievement in learning English and make them an interest in learning English. In this section, the writer limits on the role of classroom management in the students' interest. Classroom management limits on the starting of the class, preparation, implementing rules and procedures, low-profile interventions that work, teacher presence, students' homework, and ending of the class. Using manifest interest for looking their interest during a class activity.

Definition of Interest

Interest has closed relationship with human personality; it is a part of the personality that is usually defined according to objects or activities as well as music, sport or science. According to Nurlailah (1991:35), interest supports the person to appreciate and enjoy an object. This is a point in a real fact of the daily life. The selection of an occupation and the satisfaction we get other work usually in depends more on our interest and abilities, where interest gives us more motivation to use our ability. Schraw, etc (2001) give a definition of interest as a feeling of curiosity or attentiveness: also, something that has such power. Good (1959: 311) defines interest as a subjective-objective attitude, concern or condition involving a perception or idea in attention and combination of intellectual and feeling consciousness; may temporary or permanent, based on native curiosity, conditioned by experience.

Scarr etc, (1984: 133) states that the best learning takes place when the learner interested in the work at hand. Doing something with the interest it will give us more spirit to finish it. Interest is desire or knows about something or someone (Oxford learner pocket dictionary, 1991:220). Interest also refers to the kind of thing, we appreciate and enjoy (Evens and Murlo, 1978: 439). Davis (2005) states interest is an attitude which continuously accompanies one's attention in closing an interesting object. It is dealing which determines activities, liking, or object that are valued for someone and is a certain motivation that leads one's behavior, to particular aims. Based on the definitions above, the writer can conclude that interest is a feeling of wanting to know or learn about something where a positive attitude toward something has him /her really like and enjoy.

The relationship between interest and learning is further fleshed out by the observation that new learning upon interest. Learning cannot occur

unless the organism is interested in learning. Interest operates in a variety of way. It has just been pointed out how important an ideal motivational state is in preparation for performance. But interest also works to promote continuance in and perseverance at practice in activity. It is also the reason why the select one activity over another in which to participate. Interest cannot be clearly understood without in human life. Interest and learning are also closely bound together, as dependent upon and affected by one another, that is difficult to speak of one without some reference to the other, the issue comes down to trying to identify an instance of learning that occurs in the reign of force. Singer (1980: 131) states that it appears to be impossible to frame a good definition of learning without referring to the interest. Further, he says that in pursuing the complex relationship between interest and learning, we should realize that some interest is learned or acquired. According to Schraw and Lehman (2001:52) interest in learning is a situational interest sensed by students in class because of the teacher's enthusiasm for what is being taught, and an individual interest that prompts the individual to learn eagerly with a focus on his/her prerequisite knowledge and emotions. There are four interests in learning according to Schraw and Lehman:

Latent interest

The long-term interest of an individual in learning is a specific topic or discipline. It is an internal inclination that guides an individual through cognitive activities, including interests (in learning) related to all senses and values. In other words, the latent interest occurs when an individual reinforces his/her emotional attitude toward the task of learning he/she is engaged in, and an individual's value-related beliefs of knowledge/tasks are probably a critical part of his/her goals in a long-term learning process.

Actualized interest

The motive is to learn a specific topic or discipline. Compared to the latent interest, the actualized interest involves specific content that is more precise and clearly defined and, therefore, refers to the degree of an individual's participation in a certain task of learning.

Text-based interest

The text-induced interest in learning is characterized by inductivity, vehemence, and consistency. It also refers to the interest sparked by a text individual plans to learn.

Task-based interest

The interest elicited from altered teaching materials that an individual is exposed to. For instance, an individual's interest in learning

may be affected by altered objectives/text (of learning) which, in turn, varies depending on the task of learning assigned.

Knowledge-based interest

The influence of prerequisite knowledge and experiences are on an individual's current task of learning.

The study of interest is complex and diverse because when we really think about it. We find out our interest, or the determinants of our actions are complex and diverse. The problem with the term interest we refer to a factor which initiates and direct behavior. Motivation factors initiate behavior. Thus, interest gets up and going, it energizes us, Rohana (2004).

The Description of Classroom Management

Classroom management is defined as the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and teach (Scrivener, 1994).

According to Brown (2005), Classroom management refers to the procedures and routine actions used by the teacher to maintain the classroom quiet and smooth, while classroom discipline refers to the procedure and strategies used by the teacher to deal with incorrect actions or behaviors conducted by the student. Classroom discipline is a state in which both teacher and learners accept and consistently observe a set of rules about behavior in the classroom whose function is to facilitate smooth and efficient teaching and learning in a lesson (Ur:1999). Jack C. (1990) states that Classroom Management refers to the ways in which students' behavior, movement, and interaction during a lesson are recognized and controlled by the teacher to enable teaching to take place most effectively. All the things that a teacher does to organize students, space, time, and materials so that instruction of content and student learning can take place. (Wong & Rosemary, 2001: 84). In addition, it consists of practices and procedures that a teacher uses to maintain an environment in which instruction and learning can occur.

The Elements of Classroom Management

According to McLeod and Hoover (2003), there are some elements of classroom management, it is essential that the teacher does on the spot monitoring in order to ensure that all students understand their role in its success. Those are:

Starting the class

One of the elements of classroom management that do not really care by the teachers is starting the class on time. If the teacher starting the class on time, there are much time to learn and the teacher can maximize the

learning time. Many activities that will do by the students in the class and it needs much time. Nevertheless, if the teacher starting the class not on time or late, it will take the learning much time. Therefore, the teachers have to care about starting the class on time.

According to Muisj and Reynolds (2008) states that the teacher must care about some problems when they starting the class. The main problem is the students come from the different play place or from canteen when break time. In that place, there are different rules each other. So that, there will be difficulties in the transition of the not disciplinary behavior to disciplinary behavior of the students. Therefore, to minimize the disruption, the teachers can use some procedures; such as teachers can write some instructions on the white board before the students come. So, the students can follow that instruction or start the class as soon as possible when they enter the class. The another way is the teachers can command the students to choose the steps or activity composition that can do by the students as soon as possible when they enter the class.

Some good or correct desk arrangement

The another important thing in classroom management is the correct desk decoration in the class. The based principle to decorate the desk is the students must have enough space to work and walk. The students should not push or disturb his friend when he wants to talk or work. There must be enough space between the teacher and the students. So the teacher can walk around the class easily. The correct decoration of his desk is depending on the size of the class and the function or his activity in the class

Prevent outside disruptive

The other that takes the teaching time too much is outside disruptive. It can be in some variations; such as the headmaster enters the class to notice something or the other students enter the class to ask something. Even though there are strategies from the school to minimize that disruption, but there still some of them cannot be prevented. The teacher must make sure that the disruption just causes minimal disruption quickly if necessary ask that other teacher or students to come later after the class end.

Clear and understandable rules in class

One of the factors to make sure the class running well is make clear and understandable before start the class. Rules are a statement, usually written about something that can be done or not can be done by the students. To make the rules can work well, they must be taught to the students regularly. The rules that taught to the students must be made as automatically and routine part of the students. It is important to tell and explain the students what rules are and why the rules stand for. When the teachers ask the students to quiet, when the other students answer the

question from the teacher, the teacher must tell and explain to the students, why it must be like. For instance, it must be like that because it shows out respect to those students.

Teacher Presence

All teachers can make their classroom presence strong and appealing. Some charismatic teachers draw students to them with little effort. Employing the basic of teacher presence to keep the students' sustained attention and presents discipline lapses.

To move around the Whole Class, the teacher can do the following:

Give the opening introduction from a designed spot, move to another area to give instruction, move from students to students during full class practice, stand next to the students with behavioral lapses, move after during transition between class events, sit in each group during group work, the teacher can do the following to connect with each student:

Greet all students, use eye contact for all students, ask each student about her/his life, laugh with the students in normal way, solicit students' opinion on the effectiveness of the activities, tasks, and assessments, give student a voice on appropriate issue, ask student for help with classroom tasks, smooth Transition, one way to make sure the time to do the assignment is maximal; do not waste the time too much to exchange one part of the lesson to another part. Such as, when the teacher wants to exchange from teaching the topic to the whole class to the practice to the topic individual. According to Muisj and Reynolds (2008:123), if the teacher cannot make the transition well, the transition can take the lesson time too much (around 15%).

The Talk Active Student

The student does not talk at the right time can disrupt the class. The talk active students during learning process can disturb the other students to concentrate and they do not do their own assignment. When the teacher gives warning, it can make the class running unwell and the classroom climate will be uncomfortable.

Therefore, the rules must be clear about when the students can be told and cannot be told during the learning process. It does not mean that the students talk as long as the class. When the students in small group work or some of the seat work type, small discussion maybe will be expected, but it is really clear that is cannot happen as long as a class presentation.

Giving Homework

Give the homework to the students can be one of the hard parts of the lesson because not all of the students want to do the homework happily. To minimize the problem, the effective teachers always give homework to the students soon after the class end. It can make sure that it is seen as

something that happens naturally as the part of the learning process. Therefore, the homework does not see as a compulsion after the class.

When the Class End

The effective teachers face the problem at the end of the class less than ineffective teachers. The effective teachers use the methods to make the end of the class still discipline, such as plan and manage the speed of lesson to prepare some minutes for the last activities before the class end. Those activities are giving and explain to the students how to do the homework, make some rules to leave the class (let the students walk out one by one after answer the question from the teacher like a quiz, can be an effective strategy) and give a sign or ask the students about the time (how long the class will be end).

Indicators of Classroom Management

According to Evertson etc (2001:13), Good classroom management improves the education experience for everyone. Classroom management is the process of managing and controlling the classroom environment. To ensure that teachers are able to get through to students in an effective and productive manner, without distractions or disruptive behavior, they use specific techniques. Classroom management indicators are used to measure the success that teachers have in managing their classroom and activities.

Interest

One of the most successful classroom management indicators is ensuring that children are kept busy, even when the teacher is preoccupied or caught up in other tasks or activities. For example, from time to time, teachers may need to consult with other teachers or administrators about classroom matters, or they may have to assist individual students with a problem or issue. When this occurs, the class is left to its own devices; if not managed properly, this may cause problems for the teacher or other students. Providing the class with coursework or assignments during this period is an indicator of class management success. The class that is kept occupied even when the teacher's full attention is not available is an indicator that the teacher has managed the classroom successfully.

Preparation

Another classroom management indicator is the teacher's ability to be prepared. At times a prepared lesson plan doesn't work out. When this occurs, the teacher's ability to provide students with backup lessons and activities is an indicator of classroom management quality, because it reinforces to students the idea that the classroom is a learning environment. If students are left without a clear focus on the task and instructions prepared by the teacher, it can leave them distracted and uninterested.

Lessons

The instruction and material provided by the teacher during the lesson plan can also be an indicator of classroom management quality. Students must be stimulated and engaged when following the lesson plan; this will prevent them from acting up and displaying unfavorable behavior. The lesson plan must also be challenging enough to ensure that students don't get bored and look for distractions.

Rules and Guidelines

Another indicator of classroom management quality is the class' ability to follow rules and guidelines imposed by the school and teacher. It is the teacher's job to remind students of the rules to which they must adhere. Enforcing these rules means punishing or reprimanding students who break them. For example, a student who disrupts the class should be advised that the behavior is rude and disrespectful and against the rules of the classroom. It also helps to reinforce positive behaviors by rewarding the class or student, such as with a movie or free time.

Classroom Management Tips

According to Wong and Rosemary (2001), there are some tips that can to successful classroom management and discipline:

It is easier to get easier

Many teachers make a mistake of starting the class with a poor discipline plan. Students quickly assess the situation in each class and realize what they will be allowed to get away. Once you set a precedence of allowing a lot disruption, it can be very hard to start a better classroom management and discipline technique.

Fairness is key

Students really realize what is and what is not fair. The teachers must act fairly for all of the students if the teachers expect to respect. When a teacher is unfair or has a different act to the students, they will not follow the rules that the teachers made. Make sure that if the best students do something wrong, that students must get punishment.

Avoid confrontation in front of students

Whenever there is a confrontation in class. There are a winner and a looser. Obviously, as the teacher, the teacher needs to keep order and discipline must in the class. However, it is much better to deal with the discipline privately than cause a student's shame or 'lose face' in front of their students.

Stop the disruption with the humor

Sometimes the class begins boring and everyone to have a good laugh to get the attention back about the material in the classroom. The students really need to refresh their mind. Many times teacher confuses good humor with sarcasm. While good humor can refresh the situation quickly when the students begin bored with the classroom situation, sarcasm may danger relationship with the students involved.

Keep high expectation in your class

Expect that the students will behave, not that they will disturb, improve this with the way the teacher speaks to the students. When beginning the class, the teacher tells the students to expectation.

Over plans

Free time is something teachers should avoid. By allowing students time just to talk each day, you are setting a precedent about how you view academics and your subject. To avoid this is over the plan. Write additional activities into your lesson plans just in case in your main lesson run short. When you have too much to cover, you will never run out of the lesson and you will avoid free time. You can also fill up any left over time with mini-lessons.

Be consistent

One of the worst things that can do is not consistently of the rules. When you ignore one of the student's misbehaviors and the next day the teacher will lose punishment for the student make a small mistake, the students will lose respect to that students quickly. Moodiness not allowed. Once the teacher loses the students' respect, the teachers also lose their attention and their desire to please them.

Make the rules understandable

The teacher needs to be selective in the rules (no one can follow the rules 100 degrees consistently). The teacher also needs to make the rules clear. Students should know and understand what is and what is not acceptable. Further, you should make sure that the consequences for breaking that rules are also clear and known before.

Start fresh every day

This last tip does not mean that you discount all previous infractions. However, it does not mean that you should start teaching your class each day with the expectation that students will behave.

METHOD

The research methodology was an essential part of conducting a research. The method used in this research is descriptive. Widdowson (1991: 11) comments it in his book, saying that descriptive term suggests that research basically is conducted based on facts only or phenomenon which is empirically live from a native speaker. The independent variable of the research was students' interest while the dependent variable was students' interest in learning English using classroom management. The indicators of this research were the implementation of classroom management in class during teaching and learning process. The populations of the research were all of the students of natural science classes at second-grade students of SMA Negeri 1 Bontomarannu (Senior High School). There are four classes began from XI IPA 1 until XI IPA 4, with the number of students were 128 students. A representative sample is partially or population studied. Names after the study sample if we intend to generalize the result of the study sample. The intent is to generalize the conclusions raise as a research applicable to the population. (Rose, 2002). In this research, writer applied random sampling technique in which only one class take as a sample. The class was selected by the total samples were 33 students. The writer procedure used to collect the data was a questionnaire. The students have to answer honestly what they felt about the statements or the questions. The writer used close questionnaire. There were 20 statements which consist of 10 positive statements and 10 negative statements which were used to know the student's interest in learning English through classroom management. In collecting the data, the writer presented some procedures, as follows: 1. The researcher determined if the class will be tested. 2 The researcher gave the explanation to the students about the purpose of the questionnaire and how to answer the test 3. The researcher submitted the students' answer. Likert in Gay (1981: 126) states that every response is associated with a point value, and individual that have scored is determined by summing the point value for each statement. Indicating whether one Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), or Strongly Disagree (SD) with each statement.

FINDINGS

Based on the data analysis collected through the questionnaire, it was found that the majority of the students agreed with the positive statements and disagreed with the negative statements about learning English through classroom management. They showed their high interest in learning English, as is proven by the classification of students' questionnaire and the mean score of the questionnaire. It shows that learning English when there was disruption from outside could make the student board study. The result indicates that none of the students chose 'Strong Agree,' none chose 'Agree,' none chose 'Undecided', 17 students or 52% chose

'Disagree,' and 16 students 48% chose 'Strongly Disagree.' It indicates that most of the students disagreed when learning English and there was disruption from outside and make them could not concentration. Those questionnaire was about the starting of the class, preparation, implementing rules and procedures, low-profile interventions that work, teacher presence, students' homework, and ending of the class material in teaching and learning process. The mean score of the questionnaire was 87. It means the students show their interest in the use of classroom management in learning English. The use of classroom management in learning English gave the students a lot of benefits such as; they felt relax, more serious and active, had a high initiative and strong enthusiastic in learning; create friendly and cooperate atmosphere for language learning; attract the attention of the students and willing to learn; and the important one was the students were not feel be forced so it could create a strong motivation to learn. Even though the students show their interest in learning English through classroom management, but there were some notes that the teacher needed to know related to the use of classroom management.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The second year students of SMA Negeri Bontomarannu (Senior High School) showed their high interest in the use of classroom management to learn English. The mean score of the students' questionnaire, namely 87 which mean that the majority of the students agreed with the positive statements and disagreed with negative statements through classroom management in learning English. The use of classroom management to learn English gave the students many benefits, such as they felt relax, more serious and active in the class, had a high initiative and strong enthusiastic in learning, create friendly and cooperate atmosphere for language learning, can attract the attention of the students and willing to learn, and the important one was the students were not felt be forced so it could create a strong motivation to learn.

Suggestions

- The students should be more creative to find a way to improve their English.
- The students should improve their English in all aspects in order to the students' more easy to learning English from the book, because nowadays many good that written in English and easy to understand the teacher instruction at school.
- In teaching English, the English teacher must be creative in developing the students' English ability.

- In teaching and learning process, the English teacher should make the effective situation, in the order words, what the English teacher applied in teaching learning process suitable with the students' need and time they have.
- The teacher should arrange one method of teaching to make the students more interested and motivated in learning English. It can be done by giving game related with learning material.

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METACOGNITIVE STRATEGIES IN LISTENING CLASS: AN INNOVATIVE IDEA TO BREAK CONVENTIONAL INSTRUCTION IN TEFL

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Abstract: It has been pointed out that the majority of English teachers emphasize classroom instruction of listening skill on the teacher-centered listening skill products, rather than on listening process the students can take on. As listeners, students should be taught how to listen, not being tested repeatedly to acquire listening skill. To break that conventional practice, a guidance for the students how to plan, self-direct and self-evaluate their effort to improve the skill by applying metacognitive strategy in the classroom should be developed. It is expected that such a guide will also be used to learn listening beyond the classroom by using internet based materials or other resources. Since the applications of metacognitive strategy are commonly focused on English skills other than listening, Indonesian English teachers need to be encouraged to apply it in listening class. This paper will focus on the review of learning strategies, metacognition and metacognitive strategies, metacognitive strategy stages, the implementation of metacognitive strategy in listening class, material resources used for self-practice, and the benefits of metacognitive strategy on TEFL. It is believed that by perceiving metacognitive strategy, the teacher can get rid of monotonous strategies and get interested in implementing the metacognitive strategy in their pedagogic practices in listening class.

Keywords: learning strategies, metacognitive strategies, conventional instruction, listening skill, TEFL.

INTRODUCTION

Among the four core language skills, listening is the skill that is mostly used in oral communication. It is the skill human beings firstly achieve. Although most people comment that listening is a receptive or passive skill that is not particularly crucial to teach since it comes naturally, it is not always true. Vandergrift & Goh (2012) comment that listening is important and is an active skill commonly used in verbal communication.

They also consider that it is the skill which is least likely to be taught effectively and the most underresearched one. It has been identified that instruction on listening skill focuses on listening product, rather than on the listening process the students get through. Thus, students as listeners are not taught how to listen, they have been required to learn this skill by doing the repeatedly. The students are not guided on how they can plan, self-direct and evaluate their efforts to improve their listening (Vandergrift and Goh, 2012). This is what is actually expected in the teaching of listening, breaking through the conventional instruction by helping the students how to listen.

Some strategies on the teaching and learning listening may have been tried, such as applying various kinds of exercise taken from text books, yet the students even get frustrated and unmotivated. Knowing such less motivated and encouraged students, the teachers should not let themselves get caught on that situation and, they should try to get rid of the conventional way of listening instruction and find the appropriate strategies that can meet the instructional goals. Nunan (1991) says that the primary purpose of instruction is to raise learners' awareness of strategies and then allow them to select appropriate strategies to accomplish their learning goals. The strategy that is rising over the last decade is metacognitive strategies (Aguilera et al., 2016).

Number of studies on the use of metacognitive strategies in EFL context is getting improved in the last two decades. Takallou (2011) examined the effect of metacognitive (planning & self-monitoring) strategy instruction on EFL learners' reading comprehension performance (on authentic and unauthentic texts) and their metacognitive awareness. The result showed that experimental groups' awareness to metacognitivestrategies significantly increased after instruction. Marimuthu et al. (2011) investigated whether CALLA as an instructional strategy in training students' metacognitive strategies (MCS) helped to improve their reading comprehension performance. The result showed that the group that received training through CALLA showed better use of the MCS, thus improving their reading comprehension performance in the post test; Another researcher, Hong-Nam, K. and Alexandra G. L. (2011) investigated metacognitive awareness, use of reading strategies, and self-perceptions of striving developmental college readers at a large Southwestern university. The result was that the reading strategy instruction made positive effects on students' metacognitive strategic reading and led to significant increase in use of Global Reading Strategies.

Meanwhile, research on the use of metacognitive strategies and listening skill are also increasing. For example, Vandergrift (2005) investigated the relationship between metacognition, motivation and listening proficiency. The results of this study provided some empirical support for the hypothesized links between self-determination theory, self-

regulated learning, learner autonomy, and metacognition. Malik et al.,(2013) investigated the effects of metacognitive listening strategy training on ESL learners' listening comprehension and the metacognitive listening strategy used. The findings of the study based on ANCOVA showed that students who underwent metacognitive listening strategy training performed slightly better than students in the control group. Yang (2009) who investigated the differences between successful and unsuccessful listeners in the use of metacognitive strategies found that there are differences between successful and unsuccessful listeners in the use of metacognitive strategies. Successful listeners are better at the use of directed attention, functional planning, self-management and evaluation. Coşkun (2010) investigated the effect of metacognitive listening strategy training on the listening performance of a group of beginner preparatory school students at a university in Turkey. The experimental group received five weeks of metacognitive strategy training embedded into a listening course book, while the other group did not. The analysis of the test scores using t-test revealed that the experimental group did statistically better in the test. The above research shows us that the use of metacognitive strategies in many aspects of EFL is becoming a topic of interest in the last decade.

In order not to miss the trending moment, this paper will discuss the use of metacognitive strategies in listening class focusing on the discussion of learning strategies, metacognitive strategies, metacognitive strategy stages, the application of metacognitive strategy in listening class, material resources used for self-practice, and the benefits of metacognitive strategies on TEFL development in Indonesia.

LEARNING STRATEGIES

The term learning strategies is defined by Oxford (1990) as "operations employed by the learner to aid the acquisition, storage, retrieval, and use of information." He adds that learning strategies are "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations." Chamot (2004) defines this term in the context of language learning strategies as conscious thoughts and actions that learners take in order to achieve a learning goal. Oxford (1996) also argues that a greater emphasis should be placed on identifying effective language learning strategies and on teaching students how to use them successfully. One of the reasons why students should be trained in using strategies is to enable and empower them to employ these strategies to become autonomous learners.

Many research related to language learning strategies has been conducted. The study commonly investigated factors affecting language learning strategies, the effects of learning strategies on student literacy performance, the type and range of the language learning strategies used by secondary and university learners in studying English (Khamkhien, 2010;

Li and Chun, 2012; Martínez, 1995), and many others. Many other research related to language learning strategies still becomes topic of interest.

Language learning strategies are theoretically divided into affective/social, cognitive, and metacognitive strategies (Oxford, 1990; O'Malley and Chamot, 1995).

METACOGNITION AND METACOGNITIVE STRATEGIES

To discuss metacognitive strategies, it should start with the term 'metacognition' first. Hennessey (1999) defines 'metacognition' as awareness of one's own thinking, awareness of the content of one's conceptions, an active monitoring of one's cognitive processes, an attempt to regulate one's cognitive processes in relation to further learning, and an application of a set of heuristics as an effective device for helping people organize their methods of attack on problems in general. Kuhn and Dean (2004) add that metacognition is what enables a student who has been taught a particular strategy in a particular problem context to retrieve and deploy that strategy in a similar but new context. Students who are able to identify suitable learning strategies in the proper situation are using metacognition. A student may understand that he has difficulty in finding the connection between important concepts within a story, if he/she has been taught to use a graphic organizer, such as a concept map, to identify the main concepts and link them together using lines, similar to a spider web, then that student has used metacognition to complete the task (Nelson & Conner, 2008).

Successful learners possess metacognition. It is the conscious ability to recognize their knowledge, understand and have control over their own learning (Thamraksa, 2005). Thus, it can be said that students with good metacognition are able to monitor and direct their own learning processes; they have the ability to master information and apply the learning strategies to solve problems more easily. In general, metacognition is the engine that drives self-directed learning. Carrell, et al. (1998) say that one reason metacognition is significant is that if learners are not aware of *when their comprehension is breaking down and what they can do about it*, strategies introduced by the teacher will fail. This explains clearly the need for students to take on the self-monitoring of their own thought process when engaged in a learning task.

If metcognition is defined as awareness or analysis of one's own learning or thinking processes (Hennessey, 1999), practically metacognitive strategies lead students to think about their learning process by means of using their knowledge about their cognitive activities (O'Malley & Chamot, 1990). Metacognitive strategies are related to how students manage their own learning. These strategies involve thinking about learning process, planning for learning, monitoring of comprehension or production while it is taking place, self-evaluation after it is taking place,

and self-evaluation after the learning activity has been completed (Gallo-Crail & Zerwekh, 2002). Such strategies allow learners to control their own cognition. If students apply metacognitive strategies in their learning activities, meaning that they are able to select their own materials up to self-evaluation. (Stern, 1992, as cited in Clouston, 1997). For more proficient L2 learners, they tend to have wider range of strategies, such as in metacognitive strategies, and employ them more than less proficient learners in learning process (O'Malley & Chamot, 1990; Oxford, 1990).

It is believed that language learners who can effectively use metacognitive strategies are in charge of their own behaviors. They are conscious of their own thinking as they perform a specific task and can use this consciousness to control what they are doing. Anderson (2002) states that understanding and controlling cognitive processes is one of the most essential skills that classroom teachers can help learners develop. In an EFL classroom, teachers should teach metacognitive strategies to help students plan, control, and evaluate their learning rather than only focusing students' attention on learning the language. Recent research in the use of metacognitive strategies connected with EFL or ESL improvement have been often conducted, and the findings show that metacognitive strategies are effective to enhance the students' language skills (Zhang, 2002; Yang, 2009; Alevan and Koedinger, 2012; Garavira, 2013).

METACOGNITIVE STRATEGY STAGES

The stages of metacognitive strategies involve the processes of planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation after the learning activities have been completed (Gallo-Crail & Zerwekh, 2002). Simply, the stages are shown in the following diagram.



Metacognitive Strategy Stages (Kolić-Vehovec, et al., 2014)

The stage begins with PLAN (analyze learning task, set goals and select strategies), followed by PRACTICE (employ the strategies and monitor the progress) and ends with EVALUATE (evaluate the performance and effectiveness of strategies). Practically, the stages or phases can be applied in any EFL teaching learning process with a bit detail guidelines of activities in every stage.

The Application of Metacognitive Strategies in Listening Class

It has been proved that high degrees of metacognitive knowledge help language learners to be better at processing and storing new information, finding the best ways to practice, and reinforcing what they have learned (Vandergrift et al., 2006). In addition, Lam (2008) mentions that metacognitive strategies, which involve thinking about the learning process, are not task-specific and hence can be applicable to different types of learning tasks. The tasks for language skills, such as reading, writing, speaking, and listening can be done using metacognitive strategies. The benefit of metacognitive strategies to improve L2 listening skill is high (Goh, 2002; Vandergrift, 2003). Vandergrift (2007) also found a causal relationship between metacognitive instruction and statistically significant improvement in listening performance. In particular, for Listening teachers who still maintain a model of conventional instruction should think about the benefit of metacognitive strategies and try to apply them in their listening classes.

The procedure of applying metacognitive strategies in listening class

Metacognitive strategies that consist of planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation after the learning activities have been completed (Gallo-Crail & Zerwekh, 2002) are very applicable for listening class. The following procedure, adapted from Sharma (2011), shows the three phases of metacognitive strategies the teacher should introduce to the learners in a listening class.

Teaching and learning stages	Metacognitive Strategies Phases	Activities
BEFORE LISTENING	Plan for the listening task	<ul style="list-style-type: none"> – <i>Student should decide the purpose in advance what he/she wants to listen.</i> – <i>Student should decide if more background information is needed</i> – <i>Student should determine to attend to the overall meaning or focus on the words and phrase</i>

DURING AND AFTER LISTENING	Monitor comprehension	<ul style="list-style-type: none"> – <i>Student should confirm predictions and check for inaccurate guesses.</i> – <i>Student should decide what is important to understand and what is not important to understand.</i> – <i>Student should view again to ensure comprehension.</i> – <i>Student should ask for help if needed.</i>
AFTER LISTENING	Evaluate comprehension and strategy use	<ul style="list-style-type: none"> – <i>Student should assess comprehension in a particular area.</i> – <i>Student should evaluate overall progress in listening and in particular types of listening tasks.</i> – <i>Student should come to a decision if the strategies used were suitable for the purpose.</i>

Every phase of the procedure gives students guidelines of activities that the teacher can later give less control and reduce or even eliminate intervention. The students are pleased to do self-practice using the guidelines. The teacher can put himself as learning facilitator during the learning process. Setting the learning time allotment is still the teacher's right as the learning process is conducted in the classroom/language lab.

MATERIAL RESOURCES USED FOR SELF-PRACTICE

The teaching of listening in developing countries has been leaving conventional instruction with less provision of learning resources. The learning materials can be taken from any resources, such as textbooks which are digitally completed with recorded materials or from internet that provides a huge topic of materials. Nowadays, creative teachers and students begin to focus on utilizing internet for the purpose of online resources or for material development resources. Their logical reasons are that using internet enables students to improve their receptive skill as they can practice listening to native speaker records or videos. Besides, the use of internet or technology via web-based environment can present current topics, e.g. using a listening activity with today's news from news websites can add a dimension of immediacy to listening practice (Peterson, 2010). The other reason is that internet can provide any listening materials, recorded and printed, for different level of learners. The followings are

examples of website address the learners can browse to find audio and audio-video materials which are commonly completed with printed texts as well.

Audio resources

<http://learningenglish.voanews.com/programindex.html> - Texts completed with 'Words in this Story', a list of vocabularies, and Audio with MP3 format are downloadable. The play duration is between 3-5 minutes.

http://www.bbc.co.uk/worldservice/learningenglish/language/newsextra/2010/05/100506_nw_watchdog.shtml - Downloadable audio with MP3 format and the text is completed with 'Related Vocabulary' to help listeners understand the passage better. We can go to 'Download section' to see more lists of audio (and some videos) and script materials to download and take them away. The play duration is around 3 minutes. Most texts are descriptive, reports or news.

<http://www.bbc.co.uk/learningenglish/english/features/6-minute-english>. - It is longer period of audio material, around 6 minute-play. The MP3 and text, in pdf format, are downloadable. The texts are in the form of dialogues.

<http://www.bbc.co.uk/learningenglish/english/features/news-report> - - It is English language teaching series that uses authentic audio news stories from the BBC. We can use this site to Improve students' listening skills with News Report.

<http://www.esl-lab.com/> - This *ESL listening* Web site created by *Randall Davis* helps *ESL/EFL* students improve their *listening* comprehension skills through practice with self-grading. This site includes long and short conversations, teacher features, quizzes, and other tools. All these tools are audio-related, and the conversations patterns are can be copied.

Audio-video resources

2 <http://learningenglish.voanews.com/> - Beside audio material, there is video one in this site. It has five sections: *English In a Minute*, *English @ the Movies*, *Everyday Grammar TV*, *News Words*, and *Learning English TV*. The duration of each video is around 1-2 minutes. Many collections of title available and all can be freely downloaded.

<http://www.bbc.co.uk/learningenglish/english/features/lingohack> - This site provides up-to-date video the materials of authentic BBC World news bulletins. The duration is around 6 minutes. Every video contains three headlines. We can learn some key words and phrases with clear explanations in every headline. It needs a video download manager to download the video since it is difficult to directly download it.

<https://learnenglish.britishcouncil.org/en/listen-and-watch> - This site provides videos containing various features such as Great Britain, Word on the Street, How to..., UK Culture etc. There are good steps to follow,

doing Preparation task first, watch the video, and then go to Task and do the activity. Transcript is ready to read at any time. The duration is around 3 minutes. It needs a video download manager to download the video.

There are still thousands and even millions websites ready to be browsed freely. For the purpose of classroom listening instruction in which internet line facility is not provided, the teacher can prepare the materials browsed earlier and save them in a storage device, such as flash disk, to be utilized for self-practice by the students.

THE BENEFITS OF METACOGNITIVE STRATEGIES ON TEFL DEVELOPMENT IN INDONESIA

The development of TEFL in Indonesia is now showing a good progress. The application of metacognitive strategies in listening class is hopefully able to contribute to the improvement of ELT in Indonesia, particularly in the teaching and learning strategies. Recently, the paradigm of teaching and learning strategies change from teacher-centered into learner-centered that represents classroom situation as well as the teacher's roles. Tudor (1993) looks at the role of the teacher in the context of the notion of the learner-centered classroom, a kind of classroom in which the focus is on the active involvement of the learners in the learner process. Students should be more active than the teacher. One of the reasons of why the students should be trained in using metacognitive strategies is to enable and empower them to employ these strategies to become autonomous learners (Oxford, 1996). Later, the students can be more independent and responsible in learning and not too much rely on the teacher. Brijs and Clijsters (2006) state that students who are given more responsibility over a well contextualized study program will probably feel more motivated throughout the learning process.

The application of metacognitive strategies in TELT hopefully responds to the purpose of the national curriculum of K-13 that there should be a principle change in the way of teaching in the classroom. As a national education curriculum, the K-13 asks teachers to give the students more portion of activities in the classroom by providing wider space in the process of instruction so that they are motivated to be initiative, creative and independent (Kemendikbud, 2014). Particularly in the teaching of English as a foreign language, the teacher must be committed to break through a conventional way of instruction and encourage the students develop their creativities in learning English. Hence, the application of metacognitive strategies in TEFL, especially in listening class, is beneficial in term of contributing the development of teaching English quality in Indonesia.

CONCLUSION

The development of teaching and learning strategies, particularly in Listening class, is growing so rapidly that it becomes a challenge for TEFL

practitioners to leave conventional instruction in TEFL and make a significant jump in improving English teaching quality. The application of metacognitive strategies in TEFL, especially in listening class, is recognized effective to help students become more independent in learning. When students find themselves independent in planning, practicing and evaluating their own learning with less control and intervention from the teacher, they will become more motivated and encouraged in achieving their learning goals. Hopefully, the metacognitive strategies can also be applied outside the classroom after being trained to the students in the classroom.

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BIODATA

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Co-Presenter 2	LUH MAS ARIYATI is an English lecturer at ITS Language Centre Surabaya since 2004. She got her master in English Education in 2008. Currently, she is writing a dissertation for her PhD of English Education at Universitas Negeri Surabaya (UNESA). Her research interest is in TEFL, focusing in English learning strategy.

CONSTRUCTING THE CHAIN OF REASONING IN RESEARCH REPORT: CORPUS-BASED STUDY

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Abstract: This research aims at evaluating construction the chain of reasoning in research reports published in DEPISA: The Fourth International Conference on Teacher Professional Development. Constructing the chain of reasoning theory developed by Krathwohl and Smith was used. The theory explains that eight core criteria should be covered; links to the previous study, explain, rationale, relevant theory, questions, hypotheses, model, prespecified and emergent designs, procedure, data, statistical, narrative analyses, and conclusion. twenty researches are chosen as research data. They are categorized based on construction of the chain of reasoning criteria. This study found only two researches state the previous study. The previous study clearly guides to unite elements in research report. Thus, the information given in the research reports are clearer than the eighteen researches which do not give previous study. The research elements in the eighteen researches seem not interconnect each other. Thus, the information given is not clear.

Keywords: Constructing the chain of reasoning, research report, and research evaluation

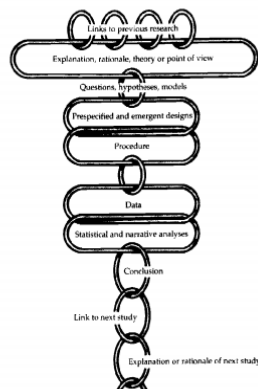
INTRODUCTION

Constructing the chain of reasoning plays an important role in research report to integrate all elements in research article and help research readers to understand the information given related to research activity has been done. Urban et al (2009) stated that constructing the chain of reasoning is a way to interconnect the components in research report article into logical model. Moreover, Powers and Carol (2003) explain that the chain of reasoning as critical and rational thinking or step to answer questions about certain issue. These definitions can be concluded that constructing the chain of reasoning is a process to unite the elements in research report into systematic order to help research readers understand message given in research report comprehensively. Besides, these definitions also implicitly force researchers to consider the chain of reasoning in their research report.

However, many researchers still face some problems to construct the chain of reasoning in their research report. Based on this situation, I am interested in evaluating the chain of reasoning in research report articles being published in international scale. In this research, I have one research question that how is the chain of reasoning constructed in research report?

Constructing the Chain of reasoning

Constructing the chain of reasoning is a process to link the whole relevant elements in research report; introduction, literature review, methodology, result, discussion, and conclusion to make the report in systematic order and message being given clearly informed. Krathwohl and Smith (2005) stated that constructing the chain of reasoning is a process to interconnect all elements in a research report in systematic and logical order. They also explained several criteria should be covered to construct the chain of reasoning; links to the previous study, explain, rationale, theory or point of view, questions, hypotheses, model, prespecified and emergent designs, procedure, data, statistical, narrative analyses, and conclusion, link to next study, explanation or rationale of next study.



The chain of Reasoning, Krathwohl and Smith (2005)

The figure above shows that links to previous study is the main factor to construct the chain of reasoning in research report. The previous study will guide researchers to develop their research background; construct relevant theory, formulate research question or model, determine appropriate method, collect and analyze data and conclude research findings, links to the next and rationale of the study. Therefore, researchers must keep all research elements into one 'building' by linking the chain of reasoning.

Research report

Research report is process of describing a research process started from identifying a phenomena, formulating research question(s), linking to relevant theory to support ideas, applying a appropriate method, collecting and analyzing data, presenting and discussing research findings, and stating the conclusion. Livingstone (2012) stated that research report is a process of

communication between a researcher and his audience related to researcher activities on conducting research, from stating research background, applying proper method, explaining research finding until concluding the result. He also describes four characteristics in research report; focus, accuracy, clarity, and conciseness.

Focus: researcher just focuses on important information that audience must know in his research.

Accuracy: research avoids his audience to misunderstand the message given in his research. In this case, research should not use words, symbols, and so on that probably makes the audience confuse such as unfamiliar abbreviations, symbols, etc.

Clarity: if the researcher uses unfamiliar or symbol, he must clarify it in order to avoid misleading.

Conciseness: when a researcher is writing a researcher report, he must think his audience's time. One may not have enough time to read his research So, the researcher just write the important thing in his researcher.

Based on the explanation above, it can be concluded that research report is the last step in research activity which is intended to tell research audience the whole process in the research activity.

Research evaluation

Research evaluation is important part in research activity to measure the strengths and weaknesses of research article before it is published. Therefore, researchers need to evaluate their research before they publish it. Rousseau (2002) explains research evaluation as a process to assess the quality in research report. Moreover, Fathalla (2004) stated that research evaluation must be conducted before research report being published. These definitions can be concluded that research evaluation is a compulsory activity to measure the quality of research report before it is published.

Previous study

The previous study of this research is a study from Arthur Bakker (2013) "How to write a coherent research paper".

METHOD

This study uses qualitative content analysis. Fraenkel et al (2012: 509) stated that content analysis is a research method used to analyze human behavior in an indirect way. We usually use the method to identify written contents of communication: research report, song lyric, novels, magazines, textbooks, speeches, and also essays. Furthermore, Hashemnezhad (2015) defined qualitative content analysis is used in mass communication to count manifest written expression elements. Thus, it can be concluded that

qualitative content analysis can be used to analyze and count written elements contained in research report.

Materials

This study used materials from international proceeding: The Fourth International Conference on Teacher Professional Development.

Data collection and analysis procedure

To get data research, I did several data collection procedures; read the research reports which become research data carefully. Then, the research reports are categorized based on the chain of reasoning criteria proposed by Krathwohl and Smith (2005). The research report which cover the criteria of the chain of reasoning will be ticked (✓) in the table which cover the elements of research report.

Table of Analysis the Chain of Reasoning

Elements the chain of reasoning construction	Links to previo us study	Explana n, rationale, theory or point of view	Questions, hypotheses, and models	Purpose(s) of and designs	Procedure	data	Statistical and analytic	Conclusion
Research 1	✓	✓	✓	✓	✓	✓	✓	✓
Research 2-20								

This research only uses 8 criteria from 10 criteria (from links to previous study to conclusion). Meanwhile, the rest criteria (Link to the next study and explanation or rationale of next study) are not used in the study as the criteria to construct the chain of reasoning. I think the two criteria are just suggestions from the researcher for the other researchers. They also stated that criteria links to previous study becomes the main factor of constructing the chain of reasoning because the previous study gives a guide to researcher to develop the rest criteria in logical order. In other words, without linking to the next previous, researchers are harder to construct the chain of reasoning in their research report.

RESEARCH FINDINGS AND DISCUSSION

Based on the study have been analyzed, I found that only two researches or ten percent of the total researches being evaluated stating previous study. Research elements of the two researches interconnect each other and the information being given is clearer than the 18 researchers which do not state the previous study. The previous study used in the two researches really guides researchers to develop research elements in logical order; to develop research background, construct relevant theories, use appropriate method, collect and analyze data, discuss research findings, and conclude the research. Beside, the information being informed is so clear that makes readers easier to catch the message. Meanwhile the researches

which do not state previous study lack interconnection among the research elements. Beside, the information of the 18 researches is not clear.

CONCLUSION

Findings of this research gives information that there are many researchers still have some difficulties to construct the chain of reasoning in their research report. Although, the reports are already published in international scale. Thus, it influences the information being given in the research report. It is shown that from 20 researches being analyzed only 2 researches construct the chain of reasoning in research report. The researches which cover the chain of reasoning give clear information. Meanwhile, the rest researches which do not cover the chain of reasoning do give unclear information in research report.

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RESEARCH ON THE CORPUS-BASED MODEL OF THE FLIPPED CLASSROOM: ENGLISH AND AMERICAN LITERATURE TEACHING CLASS

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Abstract: Along with the arrival of Big Data age, the corpus provides large authentic language materials for language teaching and it is increasingly employed in second language teaching. However, many corpus-based studies mainly focus on the language teaching classes and the explorations of literature teaching classes are very few. In recent years, the flipped classroom model is also put out with its emphasis on class teaching methods, but there are not many practical applications on the literature classes. Thus, this paper argues the feasibility of the combined application of the flipped classroom and the corpus on the American and English literature class which may not only afford qualified and extensive learning resources but also effectively contribute to stimulating students' learning potentials.

GENERAL INTRUCTIONS

In China, almost every university sets literature classes for English majors. However, these classes exist many palpable weak points, such as the singularity of contents, passive learning attitudes upon the teaching forms and so on. This paper summarizes the current situation of both American and English literature classes in China and advantages of both corpus and the flipped classroom, then discusses how to apply corpus in the literature teaching class together with the conduction of the flipped classroom and tries to redesign the system of contents, capabilities, tasks and evaluations of the literature class. In this way, a corpus-based model of the flipped classroom on literature class can be set up which may provide a new path to promote the effectiveness of literature teaching and bring out new ideas of

how to combine corpus and flipped classroom properly to improve English classroom.

In recent years, the corpus is regarded as a new type of research method and great importance is attached to it by most scholars in our country. The appearance of corpus represents the progress in research field and the significant change of research mind. "The development of corpus provides not only the extensive language materials but also new perspective of promoting English literature teaching" (Hu Jiasheng & Chen Jianlin 2013). Also, experts pay great attention to the model of the flipped classroom which advocates that students should watch related video before the class and communicate during the class to deal with the problems and constructions of the knowledge. It highlights the self-motivated study with various cooperations and the open interaction which directs the orientation for the literature teaching revolution. Thus, the literary corpus contributes to literary teaching for it offers large amount of sources. The combination of the two may realize the course development and creation. Moreover, this corpus-based flipped classroom fits the needs of the students in today's information age. The people-machine combined open model can stimulate students' learning capacity which enhances the effectiveness of the individualized teaching.

THE ANALYSIS OF THE FEASIBILITY FOR THE CORPUS-BASED MODEL OF THE FLIPPED LITERATURE CLASSROOM

Recently, the situation of the literary teaching class is not very well, and it remains a lots of problems. In order to have a further investigation, the author conducted the questionnaire and personal interview about this issue. According to the questionnaire, 98% students hold that they have very few literary classes and 80% of them are willing to have their class through both the before-class learning and after-class learning. 95% students think that the online interaction with teachers can release their intensive mood and 80% of them believe that it is necessary to learn literature through various ways. What's more, 10% students show their opinion that they still like the traditional teaching model in spoon-fed ways. According to the interview, most students like the technology-based model of teaching various lessons and they prefer to complete their study by cooperation with their teachers to enhance their literary cultivation. Also, they want to get the personalized-assistance from their teachers on the internet. In light of these factors, this corpus-based classroom model can provide the realistic satisfaction of the students and inject new ideas into literary teaching which makes teaching more scientific, open and targeted.

The analysis of the feasibility of corpus-based model used in literary Teaching

The literary corpus deals with various literary texts, it can process, analyze and store up these texts which contribute to users' fast indexing, retrieving and counting. So it is of great importance of teaching literature. Teachers can construct the purposed corpus with various topics, retrieving

convenience and micro-scoped model, which tackles with the problems of the shortage materials in before-class, in-class and after-class. Even in the teaching assessing process and during the test, teachers can use the teaching corpus to choose different test materials. Moreover, the application of corpus-based software, both teachers and students can receive the data directly and then have a objective analysis of the actual language use that gives the guidance of literature research. Corpus can help teaching in many ways. Firstly, it owns inconsiderable authentic materials and achieves various comparisons, such as works in different countries, works in different times of different authors, and works from different times of the same author. Secondly, the corpus presents the frequency of various topic words, collocation and their context. Also, it shows the basic information of words including characters, class characters, character ratios, high-frequency words and keywords that lead to a better understanding of students through these words characteristics. In a word, the corpus gives features and evidences in vocabularies, sentences, discourses which in turn will strengthen students recognizable ability of those native expressions.

The analysis of the feasibility of the flipped classroom model used in literary teaching

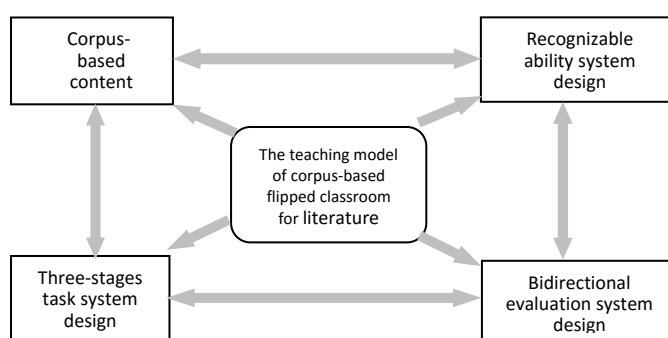
The flipped classroom model changes the traditional teaching model for it has three ways for students to learn. To start with, students should learn before the class through micro-classes and other ways to achieve their self-learning. Then during the class teachers help them to complete their learning with assimilation and internalization. At last, students will be asked to enhance their knowledge. In the literary teaching class, the application of the flipped classroom can make up various traditional pitfalls, which lengthens the process from classroom teaching to before class learning and after class strengthening. Besides, this may largely amplify communications and collaborations between students and teachers to promote the quality of teaching.

On the other hand, the ideas of the flipped classroom exert great influences on the flipped model in the role of teachers and students. Teachers are not the roles of spoon-feeding and dictators anymore, instead, they are the persons that give guidance and cooperation in helping the students achieving self-learning process. Before the class, teachers are the producers of various teaching videos and the providers of various materials. During the class, they become the organizers and strategy-making persons. After class, they change their roles to the online consultants and trackers of knowledge applications. At the same time, students do not have to accept knowledge in a passive way, they are the constructors in constructing their own knowledge system. Learning time, learning environments, learning contents and learning methods all are decided by students themselves, so they become the real protagonists in their learning process. Moreover, this flipped classroom ideas also realize the flipped model between teaching and space, which, to some extent, ensure enough learning hours to meet the needs of students in the information age.

The combination of the literary corpus and the flipped classroom model achieves the innovation in both teaching content and teaching methods for the literature classes. The corpus base flipped classroom makes the students as the centers in their learning process which leads them to think and find problems. They become the positive learners and knowledge constructors. Therefore, this revolutionary teaching model lets the entire knowledge learning process penetrate through every period, before the class, during the class and after the class. In light of all these features, the innovative, interesting and scientific components in teaching can be achieved.

THE TEACHING MODEL DESIGN OF THE CORPUS-BASED LITERARY FLIPPED CLASSROOM

In adjusting to the various and recognizable features of literary teaching, this flipped classroom can truly concentrate on the internalization and acquisition of literary knowledge, so the teaching space can extend endlessly and the teaching application can run through the whole process of learning. Based on these factors, the corpus-based literary flipped classroom has four kinds of models including content system design, ability system design, task system design and evaluation system design(Chen Shengbai 2015). These four models connect to and impact each other. As the following graph1 shows.



Graph1: four teaching model designs for the corpus-based literary flipped classroom

The content system design of the literary teaching

According to the ideas of corpus-based flipped classroom, the design content of the literary teaching contains constructing micro-corpus with various topics, designing targeted micro-classes and choosing proper teaching videos and learning websites. The micro corpus with many topics should be constructed based on the topics that mentioned on the teaching books, such as the specific historical period. Before the class, students can study by themselves through videos and micro corpus, which breaks the traditional constriction of the teaching content. Students can train themselves either before the class or after the class. Also, they can help their teachers with updating and perfecting the corpus. In this way, students may

become more active with their sense of satisfaction of their actual needs. It is one of the important ways to realize the effective learning process through the blinding learning which integrates both the online and outline teaching content and combines with the flipped classroom method to achieve a qualified blinding learning model.

During the class, teachers can use various materials in the micro-corpus and the retrieving tools to better service teaching. It is necessary to build the targeted and innovative micro-corpus. At first, before the construction of the micro-corpus, teachers could choose literary works, for example, British literature in 16th century, and then save them as the pure text files. Then, the accumulated corpus should be coded and dimensioned through the software to build the micro-corpus. Next, by using the corpus retrieving tool Ant Conc 3. 2.2 to do some quantity research on the word frequency count, the tendency of using words, co-occurrence context, and the stylistic characteristics that can provide the teaching with effective proofs. To be more specific, with the help of Ant Conc 3. 2.2 software, the word list of the work *Wuthering Heights* in the corpus can be reflected for example. As the graph2 shows below:

Rank	word	Freq
1	the	798
2	to	752
3	I	529
4	her	57
5	was	340
6	you	340
7	a	331
8	and	328
9	me	313
10	in	263

Graph2: word list of the work *Wuthering Heights* through the tool of Ant Conc 3. 2. 2

Through the graph, we can get the conclusion that this novel may be told in a paired point of view-the third person and the first person as words like “I”, “her” and “you” are in the high rank. Actually it is true that the author uses two roles to tell the story, Lockwood and Nelly. Also, we can use the function of concordance plot of the Ant Conc software to know the general plot of the story. For instance, we put three main characters as point words: Heathcliff, Catherine and Hindley. As the following graph3 shows, we have the following three pictures. From these pictures, we can see that Heathcliff occupies an intensive proportions throughout the whole novel,

but Catherine almost disappears nearly at the end of the novel. Hindley totally disappears in the end of the novel. These proofs are as same as the novel. Hindley died soon after Catherine' death, but Heathcliff died at the end of the novel with some memory with his love towards Catherine, so at the end of the novel the name Catherine comes out again. Therefore, the corpus is an important way to know some hints about the novel either main contents or some stylistic characteristics.



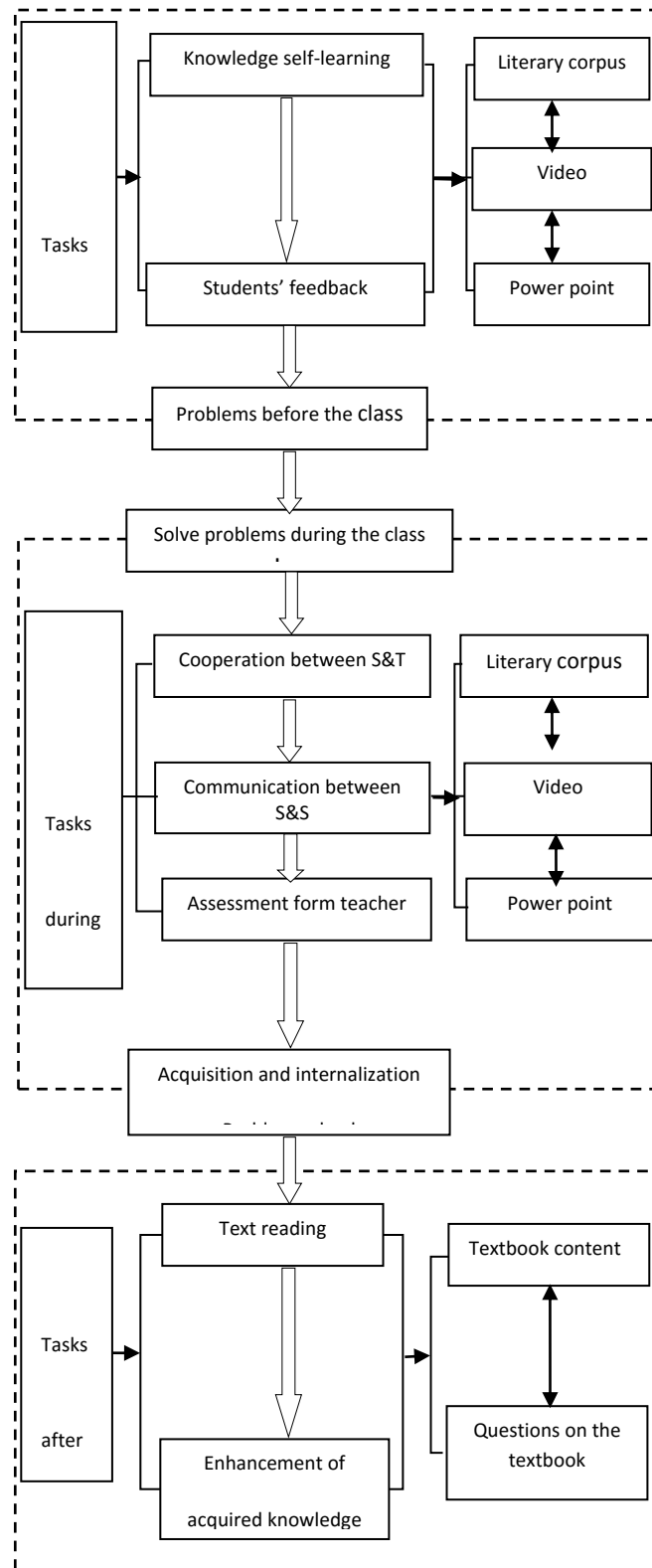
Graph3: concordance results of three names: Heathcliff, Catherine and Hindley in the work *Wuthering Heights* through the tool of Ant Conc 3. 2.2.

After the class, teachers can also utilize the corpus to check students' learning conditions, or put the on-class teaching materials to the internet so as to let them learn after class. Students can study the literary knowledge online and communicate with their teachers to get suggestions. All in all, teachers should build corpus that relates to the teaching requirements and contents. The internet makes students' learning more convenient. At the same time, the flashback and assessment towards students could be conducted by teachers to promote and enhance their literary teaching.

The task

Based on the ideas of the corpus-based flipped classroom, this task system design of the literary teaching contains before class tasks, on-class tasks and after class tasks. This makes up the pitfalls of the traditional teaching model with limited teaching hours and it becomes the self-learning before the class, knowledge internalization during the class and enhancement after class. This kind of blending learning model achieves both online and realistic interactions between students and teachers. As graph4 shows below.

From the graph, teachers can assign tasks before the class, and students can learn by themselves through corpus, micro-class and internet. So the problems can be reflected after self-learning and through their feedback. To deal with these problems, teachers and students can have their face to face interaction or communication to tackle with difficulties. About on-class tasks and actions, teachers can apply corpus, power point, and videos to conduct their teaching, and they may give their suggestions and assessments to stimulate students to learn more and to internalize what they have already learned. As for the knowledge they have learned during the class, teacher can check their manipulation conditions, so students may have the opportunity to know their actual learning conditions. Corpus is composed of materials that teachers have carefully chosen, such as two or three representative works of a single author, or two or three works of different authors that are from the same period. This kind of design may lead to a clear recognition of the writing features of the same period, and the stylistic differences of the same author in different background or time. Students' recognizable ability may largely be proved because they are put into a certain background that will exalt their sense of acceptance and literary identity.



Graph 4: the task system design of the corpus based flipped classroom of the literary teaching

The ability system design of the literary teaching

The recognizable ability of literature is of great importance, so the teaching process pays much attention to this point, including word recognition, sentence recognition and discourse recognition. However, the ability system of the corpus-based flipped classroom mainly focuses on word recognition and the recognizable ability of certain literary works. It also emphasizes the comparison study of different works with their specific features either of the same writers or of different writers. The system of ability as graph5 shows below.

Recognizable ability	Specific training contents
Recognizable ability of authors	1. Reading, watching and retrieving training (videos, PPT, and micro-corpus) Requirement: students should get a general opinion of the author, especially the specific time period and some main works. 2. Reading training (textbook) Requirement: students should recite some key words and times, for example the name of the author, the names of the major works and the specific period of the author.
Recognizable ability of the background	1. Reading, watching and retrieving training (videos, PPT, and micro-corpus) Requirement: students should have a basic impression of the background both about the author and the content. 2. Reading training (textbook) Requirement: students could know some important points about the background through proof reading and careful retrieving.
Recognizable ability of stylistics	1. Reading and retrieving training (videos and micro-corpus) Requirement: students should acquire the ability of finding key words and stylistics of the author through reading, videos and retrieving. 2. Reading training (textbook) Requirement: by proof reading, students need to make up some characteristics of the work, and check the information that are already found through retrieving the micro-corpus.

Recognizable ability of topics	<p>1. Reading and retrieving training (videos and micro-corpus) Requirement: based on the corpus and video material, students should judge the topics in the work and find some proofs and evidences to support the ideas.</p> <p>2. Reading training (textbook) Requirement: apart from the corpus, students should also read the textbook to find more points to testify the intended meaning and the topics of the work.</p>
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Graph5: the ability system design of the corpus-based flipped classroom of the literary teaching

The design of the ability system makes students know their own learning situation which significantly accelerates the communications and investigations during the study process. At the same time, this also breaks the limitations of traditional teaching way of spoon feeding. Students find hints through the material based models. The target of “students-centered”, “students high-lightened” and “teacher-guided” ideas can be achieved that may also contribute to learners habit of learning by actual retrieving.

The assessment system design of the literary teaching

The assessment system plays an important part in the flipped based classroom model which supervises the whole learning process and proves relatively objective assessment towards activities so as to have an judgment on the individuals and groups. This system mainly reflects “scientific approach to the assessment”, “verification of the contents” and “pluralistic assessment towards targets.”

The corpus ensures the scientific and objective assessment of students’ activities. By using the powerful internet and purposed corpus, the constructed text gives objective methods to the assessment. As a new method of research, corpus- based literary teaching makes materials multi-faceted, multi-functioned and Multi domained, which creates prerequisite for the objective judgment. In a word, the corpus not only provides with various materials but also realizes the scientific, modern and standardized assessment.

The assessment given by teachers is conducive to students’ personally objective judgment about themselves. So they may have a more clear idea of how to promote their study. At the same time, the assessment between students may form a competitive and proceeding spirit to make progress. They are tend to help each other and cooperate with each other. Moreover, through questionnaires and interviews, teachers can get a feedback of

students' opinions on their teaching methods, teaching content, teaching process and their assessment towards students, then they may adapt themselves to adjust their teaching strategies and methods to satisfy students' actual needs.

This kind of judgment system mainly achieves the various and multi-faceted assessment towards students. Teachers can coherently assess their students during the class for they should take the past, recent and future situation into account. In other word, it is also vital for teachers to pay much attention to students future development and keep an eye on their potential. The key point of the assessment system of this flipped classroom is that teachers can conduct a coherently effective multidimensional judgment to students which obeys the principle of "assessment beneficial to both teaching and learning." Thus, the introduction of the ideas of the corpus and the flipped classroom to the assessment system truly makes the radical change of the traditional judgment categorizations comes true.

INTROSPECTION AND CONCLUSION

The corpus-based flipped classroom model is the combination of the corpus and the flipped classroom that brings about the innovative development of teaching contents, teaching materials, and teaching methods. In addition, with the application of this kind of teaching model, the accompanying introspection should take into consideration.

Organic combination of both human-machine interaction and human-human interaction ensures effectiveness

Besides the hardware and software, foreign language teaching process should also attach great importance to the teachers who play the role of combine these tools. The interactions between students and machine offer relatively various topics and virtual environment that they can obscure a lots of materials and promote their learning effectiveness. However, only by the "combination of both human-machine interaction and human-human interaction can they fully achieve a radical revolution in the teaching model" (Hu Jiasheng & Jin Yan 2015). In the traditional teaching process, several questions should be pointed out. Is that possible to develop the high qualified learning and training modules to stimulate interests and the effectiveness of learning? Can students control their learning materials and learning processes personally? Can students receive assistance, assessment and feedback during every learning period from their teacher? Do the organic combination of self-learning model and cooperative learning model come true?

Implementation entails both teacher's and student's ability

The innovative teaching model not only requires high learning ability of students but also requires high teaching ability of teachers which means that the traditional learning ideas should be changed. Before the class, they should enhance their self learning and research learning ability. During the class, the acquisition, participation and the investigation abilities are the

important points. After the class, the comprehensive ability from multiple aspects should be paid much attention to.

Teachers have to absorb new teaching ideas and try to use these ideas into real teaching methods. Firstly, they must be the creator of the micro-class and the corpus. The produced videos and teaching materials should not only provide knowledge but also bring motivations for students to learn which may contribute to the beneficial transmission between teaching and learning. Secondly, teachers have to know their role as instructor, organizer, participator and cooperator, so they should help students with solving problems during their active communications as to help them with internalizing their learning knowledge. At last, they become the guiders after the class, which also strengthens the acquired knowledge. All in all, teachers should improve their ability of video making, material collecting, teaching design, delivery of knowledge, teaching organization and teaching assessment comprehensively (Chen Jianlin 2015).

To sum up, the corpus based flipped classroom can only be succeed by the organic combination of the four systems, namely, content system, task system, ability system and assessment system. Due to this model, students becomes the centers and protagonists of the whole teaching process. Utilizing the information technology and corpus method is conducive to students' individualized self-learning which may promote the teaching quality and students' learning ability. This paper discusses the innovative models and designs under the corpus- based flipped classroom for literature teaching. However, it is only a hypothesis research. In order to push forward the radical revolution in the literary teaching, the actual implementation and empirical researches of this teaching model should be put in a high priority.

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READING STRATEGIES OF INDONESIAN ENGLISH TEACHERS in EFL CONTEXT

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Abstract: This study aims to investigate the reading strategies of Indonesian English teachers in East Kalimantan. As a preliminary research, this survey study involved 86 of in-service and pre-service teachers of English teachers in four different districts; Samarinda as the capital city, Balikpapan, Penajam Paser Utara and Sanga-Sanga of Kutai Kartanegara. Using MARSİ questionnaires (Metacognitive Awareness of Reading Strategies Inventory) Version 1.0 with simple statistical analysis, the results indicate that there are three most widely used strategies by the learners to understand the reading English texts, namely guess the word, use a dictionary, and a confirmation peers. In addition, lack of vocabulary will hinder comprehension therefore guessing difficult words and the use of dictionary are frequently used by the respondents.

Keywords: reading strategy, MARSİ, EFL context

INTRODUCTION

The use of strategies in language learning becomes very important as it is needed to make learning process becomes easier, faster, enjoyable, and effective. Previous research has indicated that good language learners may benefit from some strategies to learn and understand English. As specific conscious actions, language learning strategies are utilized by English language learners to develop their competencies and self-awareness (learners' autonomy) for their own learning (Cohen & Macaro, 2007). In addition, there is a positive correlation between the used learning strategies with learners' language learning success (Macaro, 2006). There is also growing evidence that learners' awareness of the specific cognitive strategies they are utilizing to enhance their L2 learning is correlated with their academic success e.g. (Chamot, 2004; Oxford, 2011; Zhang, 2002). Contemporary educational theory has shown that learner-mediated metacognitive processes lead to increased learning, which can subsequently enhance cognitive efficiency and self-efficacy (Flavell, 1992; Pressley & Block, 2002).

Not only will learners benefit by utilizing their own metacognitive processes, research has also shown that learners also benefit from teachers' strategy-based instructional interventions in both first language (Alexander,

1995; Palincsar & Brown, 1984) and L2 situations (Carrell, Pharis, & Liberto, 1989; Janzen & Stoller, 1998). Strategy-based instruction, where teachers include language learning strategies within their teaching practices, can therefore offer promise for L2 learners, especially if the value of the strategy can be made clear to the student. Considering to this, the power of the teacher's authority can modify student's behaviors, as demonstrated in the use of language learning strategies related to language proficiency (Zhang, 2001, 2003). Despite the fact of the teacher's authority to transfer their knowledge of strategies used in language learning to their students, therefore it is important to set highlight in identifying the language learning strategies that the teachers utilized as learner themselves. Thus, this study explores their metacognitive and language learning strategies.

LITERATURE REVIEW

Chamot (2004) defines cognitive strategies include the skills of predicting based on prior or background knowledge, analyzing text organization by looking for specific patterns, self-questioning, making a summary, taking notes by writing down the main idea or specific points, using the first language as a base for understanding or producing second language, inference, using available information found in the text to guess the meaning of new items, predicting outcomes or filling missing information and transferring, i.e. using previous linguistic knowledge or prior skills to assist comprehension or production. Metacognitive strategies involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learnt.

Both cognitive and metacognitive strategies refer to individual work, while socio-affective strategies refer to group work. They include asking questions, cooperating with others, empathizing with others, control the attitudes and emotions and understand that negative feelings retard learning. As socio-affective strategies are tightly related to working groups that require classroom interaction among students (S-S interaction) and between students and the teacher (T-S interaction), they are not the focus of this study, although they also play an important role in developing students' reading comprehension skill through classroom and group work instructions.

When conducting the reading comprehension tests, students must use one of these strategies which might include individual strategies or group work strategies. When they are working in individual, of course individual strategies such as cognitive and metacognitive strategies are mostly applied than socio-affective ones. Which type or which part of the cognitive and metacognitive strategies students would tend to use, will be the focus of this study.

Metacognitive Strategies

Unlike cognitive strategies, metacognitive gives the learner to coordinate his or her learning by planning the language in an efficient way. When new vocabulary, rules and writing system confuses the learner, it becomes vital for successful language learning. (Chamot, 2004) describe that metacognitive involves thinking about the learning process, planning for learning, monitoring the learning task and evaluating how well one has learnt.

Oxford (2011) proposes that metacognitive includes centering, arranging and planning as well as evaluating the learning. It is the steps that the learner takes to manage or to regulate his or her learning, such as planning and arranging for learning tasks, setting goals and objectives, monitoring the learning process for errors, and evaluating progress (Wu, 2008). (Chamot, 2004) O'Malley and Chamot (1990) argue that metacognitive strategies are higher order executive skills that may entail planning for monitoring or evaluating success of the learning activities. They are management techniques by which the learner controls his or her learning process via planning, monitoring, evaluating and modifying his or her learning approaches (Zhang and Wu, 2009).

Metacognitive strategies go beyond the cognitive mechanism and give learners to coordinate their learning. This helps them to plan language learning in an efficiency way. When new vocabulary, rules and writing system confuse the learners, these strategies become vital for successful language learning (Samida, 2012). According to Chamot and Kupper (1989) metacognitive strategies involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned. Oxford (1990) proposes that metacognitive strategies included three strategies sets: centering, arranging and planning, as well as evaluating the learning. Metacognitive strategies are steps that learners take to manage or regulate their learning, such as planning and arranging for learning tasks, setting goals and objectives, monitoring the learning process for errors, and evaluating progress (Wu, 2008).

METHOD

Initially the distributed questionnaires were 123 but the returned were only 86 of in-service and pre-service teachers of English teachers in four different districts; Samarinda as the capital city, Balikpapan, Penajam Paser Utara and Sanga-Sanga of Kutai Kertanegara, in East Kalimantan. The participants responded the given MARSII questionnaires (Metacognitive Awareness of Reading Strategies Inventory) Version 1.0 by Mokhtari dan Reichard (2002). The participants were required to complete for about 90 minutes for both questionnaires. The focus of questionnaires was to investigate metacognitive awareness and language learning strategies of the

teachers in order to provide the preliminary data of teacher skills and strategies of reading comprehension for training mapping.

The MARSI questionnaires are five points of Likert type scale that has five-option scale which is used to allow the respondents to show their view or degree of liking or disliking with particular statement. It does not restrict the respondents to remain between yes or no but allows them for showing the degree of opinion the scale is divided in five options; the first is not true, the second is usually not true, the third is somewhat true, the fourth is usually true of me and the last is always true of me. The responses of the questionnaires were analyzed descriptively in terms of frequency and percentage.

Table 1. Organization of MARCI statements

Kinds of MARCI	Items number
Global Strategies	1,3,4,7,10,14,17,19, 22,23,25,26,29
Problem Solving Strategies	2,5,6,9,12,15,20,24,28
Support Strategies	8,11,13,16,18,21,27,30

There are thirteen (13) items for global strategies that are items number 1, 3, 4, 7, 10, 14, 17, 19, 22, 23, 25, 26, and 29. For problem solving strategies, nine (9) items are addressed. They are 2, 5, 6, 9, 12, 15, 20, 24, and 28. And for support strategies, eight (8) items, namely 8, 11, 13, 16, 18, 21, 27, and 30.

RESULTS AND DISCUSSION

Table 2. Global strategy

Questionnaire Items	Total Agree		Total Disagree		Total Undecided	
	n	%	n	%	n	%
1. I have a purpose in mind when I read	51	59.30	5	5.81	30	34.88
3. I think about what I know to help me understand what I read	51	59.30	2	2.33	33	38.37
4. I preview the text to see what it's about before reading it	60	69.77	12	13.95	14	16.28
7. I think about whether the content of the text fits my reading purpose	56	65.12	0	0.0	30	34.88
10. I skim the text first by noting characteristics like length and organization	30	34.88	16	18.60	40	46.51
14. I decide what to read closely and what to	44	51.16	7	8.14	35	40.70

ignore						
17. I use tables, figures, and pictures in text to increase my understanding	35	40.70	23	26.74	28	32.56
19. I use context clues to help me better understand what I'm reading	45	52.33	5	5.81	36	41.86
22. I use typographical aids like bold face and italics to identify key information	48	55.81	11	12.79	27	31.40
23. I critically analyze and evaluate the information presented in the text	22	25.58	17	19.77	47	54.65
25. I check my understanding when I come across conflicting information	45	52.33	6	6.98	35	40.70
26. I try to guess what the material is about when I read	71	82.56	5	5.81	10	11.63
29. I check to see if my guesses about the text are right or wrong.	66	76.74	2	2.33	18	20.93

Statements 1, 3, 4, 7, 10, 14, 17, 19, 22, 23, 25, 26, and 29, which are summarized in the table 2 above, present the global strategy in which the learners utilize to manage their reading. It refers to pre-reading activities such as having a purpose in mind before reading and thinking about what the reading material will about (pre-information). For item 1 “I have a purpose in mind when I read” the majority of respondents 59.3% gave response either ‘strongly agree’ or ‘agree’ choices to this statement. It is in line with the response for item 3, 4, and 7, majority of respondents gave response ‘strongly agree’ or ‘agree’ , respectively 59.3%, 69.8%, and 65.1%. This is similar to having setting up the thinking before reading or self-questioning. By doing self-questioning, the learners were able to identify and recall important information through the utilization their background knowledge to make inferences what the text will be about (Gajria, Jitendra, Sood, & Sacks, 2007). Learners are able to monitor their own comprehension by asking themselves a series of self-generated before reading a passage (Rouse, Alber-Morgan, Cullen, & Sawyer, 2014).

In reply to the statement “ I skim the text first by noting characteristic like length and organization” respondents reported ‘undecided’ ones 45.6%, and ‘agree’ 34.9%. It is noticed that respondents are not always skim the text before they read it. Even skimming is one of the two most useful strategies used in reading, many of them do not really know or unsure how and when to do it (Pammu, Amir, & Maasum, 2014).

While respondents were not always doing skimming when they read, they claimed that they did not read in detail but only to get the general ideas

and focused on the interesting information, as it was seen in statement item 14, “I decide what to read closely and what to ignore, 51.2% respondents agree to do it. It is also supported by the statements, item 17 “I use tables, figures, and pictures in text to increase my understanding” with response agree 40.7% , and item 19 “I use context cues to help me better understanding what I’m reading” with the highest “agree” response 52.3%, and item 22 “I use typographical aids like bold face and italics to identify key information” more positive response 55.8%. From those statements, it is concluded that majority respondents utilize scanning strategy when they read the text. When to look for a particular word, phrase, or information, this strategy is able to locate and select information based on the selected key information.

Interestingly, when it comes to the statement leading to the issue of critical thinking, item 23 “I critically analyze and evaluate the information presented in the text”, respondents reported ‘undecided’ 54.7%, and only 25.6% respondents always criticize and evaluate the information they read. It becomes a crucial issue because the respondents are teachers who are expected to make their students comprehend their English texts. Through thinking critically, the students are able to read in-between lines and to think critically (Tabačková, 2015).

Critical thinking has significant role in reading comprehension ability, (Paul & Elder, 2004) emphasized the relationship between critical thinking and reading comprehension. As he claimed that reading is a reflection of thinking about how to read. A study by Kamgar & Jadidi (2016) indicated that that there was a significant relationship between learners’ critical thinking and their reading comprehension ability. This study also implied that learners with less critical thinking have poor comprehension.

Despite of criticizing the text, the respondents favored to use guessing strategy. For item 26 “I try to guess what the material is about when I read”, the majority of respondents, 82.6% gave positive response either ‘strongly agree’ or ‘agree’ choices to this statement. This choice is supported with the statement item 25 “I check my understanding when I come across conflicting information” and 29 “I check to see if my guesses about the text are right or wrong”, in which, the responses ‘totally agree’ 52.3% and 76.7% respectively were chosen. Guessing word meaning from context is one of the most favored vocabulary learning strategies among second language learners. While inferring the meaning of an unfamiliar word, language learners use different types of clues including contextual ones (T. S. Paribakht & Wesche, 1999).

As Paribakht (2005) points out that when language learners encounter lexical gaps while reading, the sentence is the primary source of cues that they rely on. The learners tended to focus on sentence level cues

particularly sentence meaning. It is believed that rich context has enabled the language learners to guess word meaning from context correctly.

Table 3. Support strategy

Questionnaire Items	Total Agree		Total Disagree		Total Undecided	
	n	%	n	%	n	%
2. I take notes while reading to help me understand what I read	51	59.30	19	22.09	16	18.60
5. When text becomes difficult, I read aloud to help me understand what I read	46	53.49	19	22.09	21	24.42
6. I summarize what I read to reflect on important information in the text	43	50.00	12	13.95	31	36.05
9. I discuss what I read with others to check my understanding	51	59.30	19	22.09	16	18.60
12. I underline or circle information in the text to help me remember it	58	67.44	7	8.14	21	24.42
15. I use reference materials such as dictionaries to help me understand what I read	65	75.58	8	9.30	13	15.12
20. I paraphrase (restate ideas in my own words) to better understand what I read	36	41.86	20	23.26	30	34.88
24. I go back and forth in the text to find relationships among ideas in it	38	44.19	6	6.98	42	48.84
28. I ask myself questions I like to have answered in the text	52	60.47	15	17.44	19	22.09

Support strategy refers to the utilization of aids (dictionaries, note taking, and other practical strategies) to assist the language learners in comprehending the text. Table above shown that majority of respondents, 51%, agree to take notes while reading as it is shown in the item questionnaire 2 “ I take notes while reading to help me understand what I read”. When the language learners are taking notes, they could review what they have read and tried to define, measure and evaluate the text. By doing this, the language learners were able to underline and map the concepts, so it would affect on detailed learning, synthesis tasking and critical reviewing of

a text. For underlining technique, item 12 “ I underline or circle information in the text to help me remember it” has been chosen by the majority of respondent, 58% respondents “Agree” to do this techniques. The hierarchical position of concepts that the learners made while taking notes would direct their attention and retention of content.

Furthermore, underlining improved both detailed learning and synthesis tasking (Lonka, Lindblom-YlÄanne, & Maury, 1994; Slotte & Lonka, 1999). Note taking also helped the language learners to distinguish different layers of texts and interrelationship between Reading aloud difficult words also becomes one of aids to help the language learners understand the text. Item 5 “ when text becomes difficult, I read aloud to help me understand what I read” , 41 % of respondents “Agree” to implement this strategy. For this statement, 21% respondents committed to not always utilize this strategy, whereas 19% respondents did not utilize this strategy to help their understanding to the text. For summarizing the text, 43% respondents agree to use this strategy to help them to reflect the important information in the text, while 31% respondents did not always make a summary to extract the important information and about 12% respondents “Disagree” to apply this strategy.

Discuss what have been reading with others is believed to be useful to check understanding of a text. Most of majority, 51% respondents “Agree” to use this strategy, while 16 % respondents did not always use this to check their understanding, and 19 % respondents did not agree that discussing with other can help them to get the understanding of texts. Most of respondents, 65%, agree to use dictionaries as referencing material to help them understand the English word, either they seek for the meaning of each word or they seek for the explanation of the concepts, item 15 “ I use reference materials such as dictionaries to help me understand what I read”. Not only using referencing materials to aid the respondents in comprehending the text, they also utilize self-question. For item 28 “I ask myself questions I like to have answered in the text “, 52% respondents ‘Agree’ to ask a question with their own expected answers as they read the text. However, among other strategies used in support strategy, paraphrasing and inferencing are not so favorite to be implemented, it is about 36% and 38% respondents ‘Agree’ respectively.

Table 4. Problem solving strategy

Questionnaire Items	Total Agree		Total Disagree		Total Undecided	
	n	%	n	%	n	%
8. I read slowly but carefully to be sure I understand what I'm reading	65	75.58	1	1.16	20	23.26
11. I try to get back on track when I lose concentration	65	75.58	3	3.49	18	20.93
13. I adjust my reading speed according to what I'm reading	42	48.84	5	5.81	39	45.35
16. When text becomes difficult, I pay closer attention to what I'm reading	78	90.70	3	3.49	5	5.81
18. I stop from time to time and think about what I'm reading	43	50.00	17	19.77	26	30.23
21. I try to picture or visualize information to help remember what I read	34	39.53	14	16.28	38	44.19
27. When text becomes difficult, I re-read to increase my understanding	73	84.88	0	0.00	13	15.12
30. I try to guess the meaning of unknown words or phrases.	58	67.44	1	1.16	27	31.40

Problem solving strategy refers to strategy for solving problems when text becomes difficult to read consisting of eight items. Regarding to challenges to comprehend the text, most of respondents “Agree” to read slowly, pay attention to difficult texts, and even re-read again when it is necessary to understand the text. It shown with 66%, 65%, 78%, and 73% respectively to item 8 “I read slowly but carefully to be sure I understand what I’m reading”, item 11 “I try to get back on track when I lose concentration”, item 16 “When text becomes difficult, I pay closer attention to what I’m reading”, item 27 “When text becomes difficult, I re-read to increase my understanding”. Related to difficult texts or words, 58% respondents ‘Agree’ to do guessing, item 30 “I try to guess the meaning of unknown words or phrases”.

Adjusting to speed reading rate and pausing reading are utilized the respondents to focus on the text they read. Item 13 “I adjust my reading speed according to what I’m reading” and item 18 “I stop from time to time and think about what I’m reading, 42% and 43% respondents ‘Agree’ respectively. However, the respondents are not really sure that picturing and visualizing information can help them to understand the text, 38% respondents chose scale “Undecided” whereas only 34% respondents ‘Agree’, and 14% respondents ‘Disagree’.

CONCLUSION

From these results it can be concluded that the three most widely used strategies learners to understand the text reading English, namely guess the word, use a dictionary, and a confirmation peers. Guessing difficult words using context reading is one of the most widely used strategy of respondents in this study. For learners who do not have enough vocabulary ability to comprehend reading text, using keyword is used as a clue words such as marking the words used repeatedly is an effective strategy and facilitative.

However, it is not easy to understand the vocabulary directly from the reading text if learners are not familiar with the vocabulary they read. Plus, if the reading text does not provide enough information for learners to guess and understand the text based on the context of the passage. The use of media such as a dictionary can help understanding the reading text as respondents in this study is adult learners who are no longer 'learning to read' but 'read to learn'. Deciphering the difficult words can use monolingual or bilingual dictionary. Discussions with peers on reading a difficult text content is also a strategy that is widely used by the learner. With discussion, the learners can interact and exchange ideas. In this case, the learners with the mastery of vocabulary that is less able to learn from those who have a better mastery of vocabulary.

SUGGESTION

The results of this study prove that the majority of respondents apply the strategy of charades through context, use of dictionaries, and discuss. But guess the word by using the context is not always able to help respondents understand the text as a whole, especially if the end result of the purpose of reading is not only answered questions but also to analyze and criticize the text. The use of the dictionary also has several shortcomings including make learners feel depends to interpret word for word between words in a first language and a second language. The use of a dictionary to define difficult words, making reading becomes very ineffective. This is because the learners will spend a longer time to read. Therefore, it is advisable to teach reading text comprehension strategies that encourage the formation of the ability to analyze and criticize the text.

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CREATIVE WRITING ACTIVITIES IN EFL CLASSROOM TO PROMOTE LOCAL TOURIST DESTINATION

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Abstract: In this current research, the researcher wanted to investigate how students develop writing skill by conducting creative writing activities; how the students support the government and the community in promoting local tourist destination; and the factors supporting successes and causing failures of creative writing activities. The data were collected by using open questionnaire and structured interview and analyzed by using descriptive statistic analysis. The results revealed that the students developed their writing skill by elaborating all components of the language they had. To support the government and the community, they produced creative writings regarding local tourist destination and uploaded on the internet. The factors supporting successes were the role of teachers and other parties, academic atmosphere, and facilities. The factors causing failures were individual characters and interference from surroundings. It can be concluded that conducting creative writing activities was very important. Therefore, it is recommended to continue the program.

INTRODUCTION

The challenge faced by the students in the knowledge-based era is getting tighter and tighter. They are required to have qualified skills so that later they can compete in the workplace.

English department as one of the departments at State Polytechnic of Sriwijaya has committed to perform best practice to produce graduates, who have good mastery in terms of cognitive, affective and psychomotor in accordance with their major, can communicate in English fluently, and have strong character as mandated by the constitution of the Republic of Indonesia (Politeknik Negeri Sriwijaya 2015). At the same time, the teaching of English as a foreign language in Indonesia develops very rapidly. Therefore, the teachers and other related parties should figure out the best way to gain the goals.

One of the skills needed by students of English department is writing skill. The research conducted by Kusmartini (2012) shows that there was a correlation between academic motivation and writing achievement of the

students. It means that if the teachers want to improve the writing achievement of the students, they should improve the academic motivation of the students.

There are many activities that can be conducted to improve the writing achievement of the students. One of them is creative writing activity. The question arises how the students develop their writing skill by conducting creative writing activities? Zimmerman (2000) mentions that creative writing activities are motivational activities; the activities make the students involved actively. Creativity is very important because the world is changing so fast; therefore, humans should always be creative or they will be left behind (Sternberg 2007).

In order to improve writing skills of the students, teachers should motivate them to enjoy extensive reading because extensive reading correlated significantly with writing performance of the students (Salehi et al. 2015). Because creative writing has a positive effect on writing achievement of the students (Tok & Kandemir 2015), the teacher should motivate the students to participate actively in creative writing activities. Maley (2012) also mentions that developing more creative approaches to writing as a way of enriching learning experiences of both teachers and learners is very important.

Lack of natural resources like oil and natural gas as main revenues of the region is realized and it makes many people think the alternatives to survive. One of the alternatives is creative industries. Therefore, creative industries are growing rapidly nowadays. Tourism industry as one of the creative industries grows in line with the need for revenue in one side and entertainment on the other side. On the level of province, it is also realized that the natural resources in South Sumatera are getting scarce and scarce year by year. It makes the leaders think alternative revenue for the province in order it can run as usual. It is understood that South Sumatera has beautiful nature and interesting tourist attractions. In regard to this, the government has a commitment to promote local tourist destination as alternative revenues for the province. In line with the commitment conveyed by the government of South Sumatera, the students of English department can give their contributions to the development of the province by producing creative writing. The concentration of hospitality industry enables the students to produce creative writings regarding the local tourist destination in South Sumatera. The next question arises how the students support the government and the community to promote local tourist destination?

Creative writing activities can be conducted well if all parties in school provide their attention to the success of the program. The teacher should be the role model for the students and should establish an atmosphere where criticism is possible without causing offense because teacher at the same time can motivate as well as discourage the students (Maley 2012). The teacher should be flexible when teaching creative writing. In their research, Kusmartini & Simanjuntak (2014) find that there is a significant correlation between academic atmosphere and writing achievement of the

students. It shows that the teachers should also pay attention to the atmosphere of the classroom so that the activities in the classroom can run smoothly.

However, it should be realized that sometimes, the teacher finds some obstacles in conducting creative writing activities like the student is too shy to express his feeling; the student is less open; the student is less confident; the student does not like to share his feelings and emotions; the class is large; the students have different ability; the students have different interests; and the students do not like to collaborate and participate in creative writing tasks (Routman 2000). Moreover, Routman (2000) mentions that if the student does not like to participate in the activities, the teacher should encourage the students; show his work; write creative writing in front of him; and ask in a friendly manner to get his attention so that he will get interested in the activities.

In terms of ICT, Jang (2008) mentions that the teacher should use it to increase students' interest; it is very important in order to develop the students' involvement in creative writing activities.

The objectives of this current research were to investigate how the students develop their writing skill by conducting creative writing activities; how the students support the government and the community in promoting the local tourist destination; and the factors supporting successes and failures of these creative writing activities.

RESEARCH METHOD

The research was conducted in English Department State Polytechnic of Sriwijaya on the academic year 2016/2017. All of the students of English Department State Polytechnic of Sriwijaya have been involved in this quantitative research. Third-semester students were chosen as the samples because they relatively have understood the academic atmosphere of this department but they were not too busy like their seniors. The number of the respondents was 79. There were 67 female respondents and 12 male respondents involved in this current research whose ages were 18 to 21.

The data about creative writing activities in EFL classroom to promote local tourist destination were collected by using open questionnaire and structured interview. Before the questionnaire was completed by the respondents, they were asked to sign the consent. Next, they completed general information like name, gender, age, semester and class. After that, the respondents were asked to mention their agreement to each of the items in the questionnaire. The level of agreement started from 1 (strongly disagree) to 5 (strongly agree). The first part of the questionnaire was students' perceptions regarding creative writing activities and the second part was about the factors supporting successes of creative writing activities. They were also asked to mention the reasons for their disagreement and their strong disagreement.

Meanwhile, structured interview was conducted with one respondent taken randomly from each class. In semester three, there were 4 classes. Therefore, the number of the respondents was 4. This interview was used to

find out how the students develop their writing skill by using creative writing activities; obstacles faced by the students in conducting creative writing activities; and how the students support the government and the community in promoting the local tourist destination. The data taken from the structured interview were used to give detail explanation and enrich the data regarding the items mentioned in the questionnaire. Those data were analyzed by using descriptive statistic analysis.

FINDINGS AND DISCUSSIONS

The number of the respondents in this quantitative research which was conducted in English department State Polytechnic of Sriwijaya was 79 respondents (67 female respondents and 12 male respondents whose ages ranged from 18 to 21). The data, collected by using open questionnaire and structured interview and analyzed by using descriptive statistic analysis, were drawn in five emergent themes: 1) students' perceptions regarding creative writing activities; 2) how the students develop their writing skill by using creative writing activities; 3) factors supporting successes of creative writing activities; 4) factors causing failures in conducting creative writing activities; and 5) how to support the government and the community in promoting the local tourist destination.

Students' perceptions regarding creative writing activities

There were more than 80% of the respondents agreed and strongly agreed to the statement that they felt motivated when they did creative writing activities because they were involved actively. It is in line with the idea of Zimmerman (2000) who stated that creative writing activities are motivational activities and the activities make the students involved actively. Creative writing is beneficial for the students; it entertains, fosters artistic expression, explores the function and values of writing, clarifies thinking, stimulates imagination, helps in searching for identity, and enables the students to learn to read and write (Tompkins 1982). Nevertheless, there were 5.063% of the respondents who disagreed and 2.532% of the respondents who strongly disagreed with the statement. It implies that few of them were not motivated for some reasons like they prefer to speak rather than to write; they believe that it is time consuming and so on. There were more than 82% of the respondents agreed and strongly agreed to the statement that when they conducted creative writing activities, they were not afraid that the teachers would get angry to them because of the mistakes they made. Therefore, they were eager to create many sentences from the words they knew. It is in line with the idea of Maley (2012) who mentioned that developing more creative approaches to writing as a way of enriching learning experiences of both teachers and learners is very important because creative writing makes the students brave to play with the language; it makes the students do not fear of reproof which is caused by the language mistakes they make; it increases the interest of the students to write about their feelings and intuition; it also increases self-confidence and self-esteem which lead to a corresponding increase in motivation. Only 8.861% of the

respondents disagreed to the statement, Perhaps, these respondents did not realize that in these creative writing activities, the teachers had changed their ways of teaching. There were more than 74% of the respondents agreed and strongly agreed to the statement that creative writing activities increased their interests to write about their feelings and intuition. It is in line with the idea proposed by Maley (2012). Perhaps, few respondents who disagreed and strongly disagreed with the statement fall into the category of the students who would not like to share their feelings and intuition to other people. Routman (2000) mentioned that some obstacles faced by the teacher in conducting creative writing activities are the student is too shy to express his feeling; the student is less open; the student is less confident; the student does not like to share his feelings and emotions; the class is large; the students have different ability; the students have different interests; and the students do not like to collaborate and participate in creative writing tasks. If the student does not like to participate in the activities, the teacher should encourage the students; show his work; write creative writing in front of him; ask in a friendly manner to get his intention so that he will get interested in the activities. There were more than 70% of the respondents agreed and strongly agreed to the statement that that creative writing activities increased their confidence and self-esteem. They felt confident to produce many kinds of writing. It is in line with the idea mentioned by Maley (2012). Nevertheless, there were few respondents who disagreed and strongly disagreed with the statement that they have less confidence. There were more than 82% of the respondents agreed and strongly agreed that creative writing activities increased their motivation to write. It is in line with the idea of Maley (2012) who stated that the teacher should be flexible when teaching creative writing. There were more than 74% of the respondents agreed and strongly agreed that creative writing activities could relieve their stresses. It is in line with the idea of Maley (2012) who stated that creative writing activity was stress-relieving activity and raised students' intrinsic motivation and allowed them to believe in themselves and their abilities. Perhaps, few students who disagreed and strongly disagreed with the statement fall into the category of students who have low level of ability compare to other students in a group. According to Routman (2012), the teacher should encourage the students in a friendly manner so that creative writing activities would not increase their stresses and anxieties.

There were more than 78% of the respondents agreed and strongly agreed with the statement that creative writing activities raised their intrinsic motivation. They are motivated to create their own writing. It is in line with the idea mentioned by Maley (2012). There were more than 79% of the respondents agreed and strongly agreed with the statement that creative writing activities make them believe that they have abilities to write. It is in line with the idea mentioned by Maley (2012). There were more than 70% of the respondents agreed and strongly agreed with the statement that every student from any level of acquisition can conduct creative writing activities. It is in line with the idea of James (2007) who stated that creative writing activities can be conducted to any level of acquisition of the students even if

they have only little words in their minds, they still can play with the words and produce many creative sentences. Nevertheless, there were few respondents who disagreed and strongly disagreed with the statement. Perhaps, they do not really understand that it is not necessary for the students to have many vocabularies to be creative. They can be creative even though they have only some vocabularies in their minds as it was mentioned by James (2007). There were more than 70% of the respondents agreed and strongly agreed with the statement that every student should understand creative writing activities from the very beginning of his/her level of education. However, there were 8.861% of the respondents who disagreed and there were 2.532% of the respondents who strongly disagreed with the statement. These few disagreement and strong disagreement are caused by misconception regarding the function of a language as a tool of communication.

How to develop writing skill

The following were how the students develop their writing skill by using creative writing activities. They tried to use new words as soon as they get creatively so that they remember the meaning of the words. They tried to make sentences by using those words. Sometimes English dictionary was used to look up words and then practiced them creatively. Patterns in structure and grammar were used to produce sentences creatively in order to remember the patterns as well the new words. They also tried to write based on what they see, watch, smell, and touch in simple sentences. Simple poems, short stories, or fairytales were written by using their own words to practice their creative writings which were conducted not only at school but also at home. Some sentences were made after the teachers showed some pictures by using particular tenses, participles, parts of speech and so on to improve their writing skill. Sometimes, the teachers asked them to read pieces of writing written by their friends. In that time, the students tried to discover style and find out the differences between their writing and their friends' writings. They tried to think about their friends' writing critically and find out mistakes that they made. They also tried to write short summaries regarding the writings written by their friends. Next, they also tried to paraphrase their friends' writings. In their spare times, they tried to transform their friend's writings into poems. Finally, respondents believed that writing creative writing in freeways by expressing their own thoughts, beliefs, views, emotions and feelings were very important for their writing improvement. Therefore, they tried to express their own thoughts, beliefs, views, emotions, and feeling on freeways. These findings are in line with the ideas mentioned by James (2007) and Scrivener (2011). James (2007) proposed six ways to develop the students' writing skills by using creative writing activities which include: first, ensure that the academic atmosphere is comfortable for the students to start their creative writing activities; second, ask the students to use new language creatively as soon as they get; third, ask them to use English dictionary to look up words and then practice them creatively; fourth, ask the students to repeat the pattern of structure

and grammar by using their own sentences creatively so that they will remember it well; fifth, ask them to write based on their senses; and sixth, give a few words to get them started. Scrivener (2011) suggested nine ways to develop the students' writing skills by using creative writing activities: first, use Poems, stories, jokes, articles, or fairytales to teach creative writing to students; in that time, the students learn various aspects of grammar like tenses, participles, articles, parts of speech, passive constructions, conditionals, and so on; second, ask the students to write creative writing as much as possible at home; third, ask the students to make sentences by using particular tenses, participles or parts of speech after the teacher shows pictures; fourth, ask the students to practice the sentence structure like forming sentences as well as active and passive voice; fifth, ask the students to read a piece of writing written by fellow student to discover style and to realize differences between his writing and fellow student's writing; sixth, ask the students to think about the text critically and find out mistakes that fellow student does; seventh, ask the students to write a short summary of a writing written by fellow student; eighth, ask the students to paraphrase fellow student's writing; finally, ask the students to transform fellow student's writing into a poem, and so on depending on the particular level of learners and other instructions given.

Factors supporting successes of creative writing activities

The following was the description regarding factors supporting successes of creative writing activities. There were more than 78% of the respondents who agreed and strongly agreed with the statement that the teacher was the role model for them in creative writing activities. This finding is in line with the idea of Maley (2012) who mentioned that the teacher should be the role model for the students and should establish an atmosphere where criticism is possible without causing offense because the teacher at the same time can motivate as well as discourage the students. There were more than 83% of the respondents agreed and strongly agreed with the statement that the teacher created a good academic atmosphere so that he/she could conduct creative writing activities comfortably. This finding is in line with the idea mentioned by James (2007). There were more than 74% of respondents agreed and strongly agreed with the statement that the teacher ensured safe and convenient situation so that he/she was not afraid of being scolded because of the language mistakes he/she made. Perhaps, few respondents who disagreed and strongly disagreed with the statement fall into the category of students who have a different level of ability as mentioned by Routman (2000). There were more than 72% of the respondents agreed and strongly agreed with the statement that the teacher established an atmosphere where criticism possible without causing offense because he/she believed that the teacher could strongly motivate as well as discourage him/her. Teacher effectiveness varies from each person. This creates slightly different ways of facing the students. Therefore, the existence of few respondents who disagreed with the statement is tolerated. There were more than 86% of respondents agreed and strongly agreed with

the statement that the teacher was flexible when teaching creative writing. This finding is in line with the idea mentioned by Maley (2012). There were more than 79% of the respondents agreed and strongly agreed with the statement that the teacher asked the student to celebrate what he/she knew instead of what he/she did not know. It is in line with the idea mentioned by James (2007). There were more than 93% of the respondents agreed and strongly agreed with the statement that the teacher encouraged the student in friendly manners. It is in line with the idea mentioned by Routman (2000). There were more than 82% of the respondents agreed and strongly agreed with the statement that the teacher used ICT to increase students' interest and involvement in creative writing activities. It is in line with the idea mentioned by Jang (2008).

Factors causing failures in conducting creative writing activities

The respondents mentioned some factors causing failures in conducting creative writing activities. They mentioned that they felt shy when they had to express their feeling in front of the class. They also mentioned that they did not like to share their feelings and emotions. Moreover, they mentioned that they were less open and less confident. They felt irritated if the class was crowded. They felt difficult to collaborate because they thought that they had a different level of ability with other people in the group. They also felt difficult to collaborate because of different interests with other people in the group. It is in line with the idea mentioned by Routman (2000).

How to support the government and community

The respondents mentioned that they gave their contributions to the development of the province by producing creative writings regarding the local tourist destination in South Sumatera. First, they went to the local tourist destination to collect the data. At the location, they interviewed the authority to find out the accurate data. The observation was conducted to the destination itself, to the document regarding the destination, and to the visitors. They positioned themselves as visitors, enjoyed the atmosphere, chatted with other visitors about the destination, and felt the advantages and disadvantages of the tourist destination so that they could provide accurate testimony about the destination that they have visited. Next, they analyzed the data. Finally, they described them in many types of writing style like narrative writing, descriptive writing, expository writing, and persuasive writing about the local tourist destination.

Some of them wrote fairytales about the destination and some other respondents wrote short stories and poetry; the theme was about the local tourist destination they have visited. Another respondent created brochures about the local tourist destination, and the rest created a poster, leaflet, pamphlet, book, banner, and draft of a bulletin. All of those works were printed.

Writing on printed media was good, but it could not reach many people from many countries around the world. The distribution was limited.

The alternative was the usage of e-WOM (Electronic Word-of-Mouth). The respondents realized that e-WOM can be used to share the information about the local tourist destination, to give the testimony, to influence the potential tourists to visit local tourist destination located in South Sumatera, and to convince the potential tourists about the beauty of the scenery, the hospitality of the community, and the security of the destination in a further area. It is in line with the idea of Jalilvand & Samiei (2012) who mention that e-WOM (electronic Word-of-Mouth) can influence the brand image and it can influence people to buy the product offered.

E-WOM was used by the respondents to give their testimony about the destination. Testimony holds a very important aspect in promoting the tourist destinations including local tourist destinations. Potential tourists tend to believe testimony better than the formal advertisements created by the agency. Testimony tends to tell the condition of the destination just the way it is, while the formal advertisement tends to blow up the good things and hide the bad things about the destination.

As electronic media, Facebook, Twitter, YouTube, and blog which were very popular lately, shared the information, testimony, short stories, poetry, fairytales and many other types of writings to many people around the world in a very easy manner. The respondents realized that those electronic media offered information that could be accessed by many people from all over the world. Therefore, the respondents shared the information about local tourist destination not only in printed media but also via electronic media in the virtual world. The respondents also realized that in order to ensure that the local tourist destination grows; it should be promoted. It is in line with the idea of Payne (2001) who mentions that in order to ensure that the organization grows; it must be promoted.

CONCLUSIONS AND SUGGESTIONS

In terms of creative writing activities, the respondents developed their writing skill by involving components of the language such as morpheme, syntax, semantics, and pragmatic. They used new words as soon they got in a creative manner. They tried to make as many sentences as they could by using those new words. They took new words from the dictionary and with the help of pattern, structure, grammar and any other components of a language; they created many sentences, paragraphs, and essays. They tried to write fairytales, short stories, and poetry. They also tried to write descriptive writing by exploiting five senses of human being. Finally, they also tried to write brochure, pamphlet, and other kinds of writing.

The students supported the government and the community by producing creative writings regarding local tourist destination in South Sumatera and uploaded their writings on the internet especially on their blogs, Facebook, Twitter, and YouTube to promote local tourist destination for many people around the world.

The following were the factors supporting successes of creative writing activities: the teachers as the role models for the students; good academic atmosphere created by the teachers; safe and convenient situation

in the classroom; flexibility of the teachers in teaching; encouragement given in friendly manners; the use of ICT to increase students' interests and involvement in creative writing activities.

In terms of obstacles in conducting creative writing activities, the students mentioned that they were too shy to express their feelings; they did not like to share their feelings and emotions; they were less open; they were less confident; they felt irritated because of the crowded classes; they were difficult to collaborate because of different level of ability with other people in the group; and they were difficult to collaborate because of different interests with other people in the group.

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ANALYZING THE STUDENTS' NEEDS FOR RELEVANT TOPICS AND MATERIALS IN AN ESP CLASS

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BACKGROUND

English for Specific Purposes, which is commonly referred to as ESP, is a compulsory subject in The Faculty of Language and Arts' most recent curriculum. Being a content course, ESP is taught to the 6th semester students of The Faculty of Language and Arts. The reason for including ESP in the curriculum is partly due to the fact that a great number of jobs or professions nowadays require their employees or professionals to be able to communicate in English fluently in the related fields.

Basically, there are two types of English in terms of usage. They are General English, which is commonly used in daily communication and English for Specific Purposes or ESP which refers to English used in a particular field or profession.

Based on a survey conducted by Wijaya (2002), it is obvious that a great number of Faculty of Language and Arts graduates work in different professions, such as hotel receptionist, tourist guide, public relation officer, teller or customer service officer in a bank, secretary, English teacher, etcetera.

Bearing this in mind, the present researcher proposed ESP as a compulsory subject in the curriculum of Faculty of Language and Arts with the hope that it will equip the students with the type of English that they need in their future jobs or careers.

Since the implementation of curriculum 2005, ESP has been taught several times, yet so far no research on relevant topics and materials which meet the students' needs have been conducted.

With regard to this, the following research questions were formulated.

Research questions

- 2.1. What is ESP and why is it considered important to Faculty of Language and Arts Students?
- 2.2. What are the students' perception on ESP in terms of its significance and relevance of topics and materials to their needs?

The objectives of the study

The objectives of this study are :

- 3.1. To present what ESP is and why it is considered an important subject for Faculty of Language and Arts students.
- 3.2. To reveal the students' perception on the significance of ESP, the relevance of the topics and materials to their needs.

The significance of the study

It is expected that the results of this study can give some information about what ESP is and simultaneously reveal the students' perception on ESP as a compulsory subject in the curriculum. Finally and most importantly, some improvement on ESP particularly with regard to the relevance of topics and materials to the students' needs can be made after the findings.

REVIEW OF LITERATURE

The concept of 'Needs'

Brindley (1989) differentiates two types of 'Needs', i.e. Objective and Subjective Needs. He refers to the Objective Needs as the 'Learners' Needs seen solely in terms of the language they will have to use in a particular situation whereas the Subjective Needs are the needs of the learner as an individual in the learning situation. Of these two definitions, only the latter was used in this research as the needs analysis conducted was of the subjective type.

The Role of Needs Analysis

Needs analysis is an essential element in curriculum design as indicated by Brown (1989) and Brindley (1989). Brown (ibid) suggests that curriculum development should ideally start with a thorough needs analysis before progressing through other steps, i.e. the formulation of goals and objectives, articulation of tests, selection of materials and delivery of instruction. Brindley (ibid) also highlights the significant role of needs analysis in the formulation of language learning objectives by saying "It is now widely accepted as a principle of program design that needs analysis is a vital prerequisite to the specification of language learning objectives." As a matter of fact, needs analysis is not only needed at the beginning of a phase of a program when its objectives are still being formulated, but also during the implementation of the whole program. This is reflected in Nunan's statement (1988) about the purpose of needs analysis (after Richard's 1984).

It (needs analysis) provides a means of
obtaining wider input into the content,
design and implementation of a language

program; it can be used in developing goals, objectives and content; it can provide data for reviewing and evaluating an existing program.

English for Specific Purposes

People learn languages when they have opportunities to understand and work with a language in a context that they comprehend and find interesting. In this view, ESP is a powerful means for such opportunities. Students will acquire English as they work with materials they find interesting and relevant and they can use in their professional work or further studies. Marianne (2001) suggests that ESP is a movement based on the proposition that all language teaching should be tailored to the specific learning and language use needs of identified groups or students. A different perspective on ESP is proposed by Evans (1998). He regards ESP as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes. It covers a wide range of fields including Business English, Technical English, Scientific English, English for Medical Professionals, English for Waiters, English for Tourism, English for Art Purposes, etcetera. He further mentions that

- 1) ESP may be related to or designed for specific disciplines;
- 2) It may use, in specific teaching situations, a different methodology from that of general English;
- 3) It is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- 4) It is generally designed for intermediate or advanced students;
- 5) Most of its courses assume some basic knowledge of the language system, but it can be used with beginners (1998, pp. 4-5).

With regard to what has been considered relevant to the students' needs in ESP taught at the Faculty of Language and Arts UNIKA Soegijapranata, the following topics are offered :

1. English for Business
2. English for Economics
3. English for Medical Purposes
4. English for Science
5. Legal English

Since there has been no needs analysis conducted on ESP so far as to give some feedback to the curriculum designer and lecturer of ESP, it is considered important to carry out this research.

METHODOLOGY

Method of Data collection

1. Participants

The participants of the study were students of 2011 batch of The Faculty of Language and Arts. There were 37 students altogether. At the time of the research, they had just finished taking ESP class.

2. Instruments

2.1. Questionnaire

A set of questions were formulated in the questionnaire with the options arranged based on the Likert Scale Method. Before the administration of the questionnaire a pilot study was done in order to test the validity and reliability of the questionnaire.

2.2. Interviews

Some follow up interviews were conducted between the researcher and some research participants in order to crosscheck the results of the questionnaire.

Method of Data Analysis

The results of the questionnaire were analysed using descriptive statistics (SPSS 13). The outcome was in the form of Mean and Standard Deviation. They were interpreted and crosschecked with the results of the interviews.

RESULTS AND INTERPRETATION OF THE DATA ANALYSIS

The research participants were asked to fill out questionnaires in which there was a list of 5 topics that were already used in ESP class and 32 other topics which were considered relevant to their needs in their future jobs or careers. Out of the 5 topics taught in ESP course, English for Business occupies the top rank with a Mean score of 3.32 meaning 'important' followed by English for Economics with a Mean score of 3.27. The third position is occupied by Legal English with a Mean score of 3.18. This indicates that Legal English is an important material in ESP. English for Medical Field is another important material in ESP as shown by the Mean score 3.16. The last in the order of importance is English for Science which gets the Mean score 3.00, meaning 'important'. Overall, all the 5 topics taught in ESP class up to the time of the research were considered important. The results of the interviews also supported these facts. The 8 interviewees agreed that the topics and materials taught in ESP class were important for their future jobs.

Regarding the 32 topics the participants were supposed to rank in order of importance, the results were as follows :

	Topics	Mean Scores
1.	English for Tourism	3.54
2.	English for Public Relation	3.51
3.	English for MC and Presenters	3.37
4.	English for Entertainment	3.37
5.	English for Teaching	3.35
6.	English for Banking	3.18
7.	English for Enterpreunership	3.16
8.	English for Hospitality	3.24
9.	English for Media and Advertising	3.24
10.	English for Computer and Social Media	3.13
11.	English for Broadcasting	3.05
12.	English for Flight Attendants	3.027
13.	English for Culinary	3.00

The rest of the topics were not considered very important as they got Mean scores below 3.00. They were among others English for the office, English for Religious Purpose, English for Fashion, English for Advanced Technology, English for Mechanics and English for Automotive. When asked their own preferences of topics to be added in ESP class, some research participants suggested English for Sports, English for International Politics and English for Music and Arts.

CONCLUDING REMARKS

The overall results of the needs analysis suggested that the topics and materials used in ESP class up to the time of the research were well accepted.

In other words, they met the students' needs and interests. However, other topics as mentioned above are also worth considering as they will also equip them with the type of ESP they need in their future jobs or careers.

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ON BEING A ‘TRANSLATOR’ IN ESP CLASSES; ESP LECTURERS’ AND STUDENTS’ PERCEPTIONS

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Abstract: Being an ESP lecturer is a challenging job as students who come from non-English departments having less experiences in learning English than English department students. This makes some teachers need to employ considerable efforts in playing his/her role as a ‘translator’ in the classroom as the students need to complete the assignments given by the lecturers. This study tried to investigate how ESP lecturers and ESP students see ESP lecturers’ role as a ‘translator’ in ESP classes. The researcher used interview guide as the instrument for both the students and ESP lecturers. The study showed that students only ask their ESP lecturers to translate if the ESP lecturers offer their helps, while the ESP lecturers think that being a ‘translator’ is not a role they encounter everyday in ESP classes due to several reasons. The researcher hopes that this study will shed some lights theoretically in the body of knowledge of English for Specific Purposes (ESP) and in the improvements of teaching English Specific Purposes practically.

Keywords: translator, ESP lecturers’ perceptions, ESP students’ perceptions

INTRODUCTION

Being an ESP lecturer is a challenging job as students come from non-English departments having less experiences in learning English than English department students. This makes some teachers need to employ considerable efforts in playing his/her role as a ‘translator’ in the classroom as the students need to complete the assignments given by the lecturers. The teaching of English for Specific Purposes nowadays is developing since more universities open courses on English for Specific Purposes. Due to the importance of English in the workplace, universities begin to be aware of giving students preparation to face the future. In this case, it is not easy for an ESP lecturer to teach English especially in a country where English is regarded as a foreign language. There is a lot of tolerance for students in using their mother tongue or L1 since students do not communicate using English outside the classroom.

There has been an ongoing debate about the use of L1 in EFL classroom (Jafari & Shokrpour; 2013, Sa'd; 2015, Kim & Petraki; 2009, Zarei & Rahimi; 2014, Cornwell; 2001). Those who support the use of L1 think that English teachers should use English 100 % in order to give exposure to students as much as possible. It is supported by Krashen in 1985 stating that acquisition requires meaningful interaction in the target language, that is natural communication in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Through his input hypothesis, it can be inferred that in order for students to be able to master second language, they have to receive exposure as much as possible. Meanwhile, others think that teachers are allowed to use L1 as long as it can help students learn English. Teachers may use L1 in a case where he or she wants to code-switch their explanation in order to help students understand. Another case where an English teacher helps the students to translate some utterances or vocabulary from the source language to the target language. In this case, it happens a lot to ESP lecturer since students usually ask the lecturer to help them to translate some difficult vocabulary while completing their assignments. This is where an ESP lecturer needs to possess several characteristics to bridge between their knowledge on the subject and students' low level of English proficiency.

There has been a number of studies focusing on English teachers' characteristics (Al-Mahrooqi, et al, 2015; Cabansag, 2012; Amin, 2013; Kolo, 2006; Priajana, 2015; Anugerahwati, 2009; Koureos & Evripidou, 2013) . In South Korea, Park and Lee (2006) who conducted a study on characteristics of effective English teachers by high school teachers and students discovered that for socio-affective skills, six groups of respondents who are teachers, students, female students, male students, high-achiever students, and low-achiever students ranked "helping students' self-confidence in learning English well" the highest, followed by "arousing students' motivation for learning English". However, there has been much research investigating socio-affective traits in the context of Indonesia. Since English teacher's characteristics is considered one of contributing factors affecting students in learning English, there are several traits which are favored to be possessed by English teachers such as helpful, caring, communicative, friendly, kind, etc. However, studies on ESP lecturers' characteristics have not been analyzed in the literature. In this case, this research aims at knowing the perspectives of students and ESP lecturers on the teachers' role as a translator in English for Specific Purposes classes.

There are 2 research problems used in this research which are as follows.

1. What are the perceptions of ESP students on their teachers' role as a translator in ESP classroom?

2. What are the perceptions of ESP lecturers on their role as a translator in the ESP classroom?

METHOD

In this research, the researcher uses qualitative research design. In this case, the researcher wants to depict the perceptions of both students taking ESP classes and ESP lecturers on the ESP lecturers' role as a translator in ESP classes. The researcher wants to obtain information on the behalf of the ESP lecturers and the students. The instrument used is interview guide. First of all, the researcher creates a checklist containing criteria in choosing the ESP lecturer, classrooms, and the students as the subjects of the study. The followings are the criteria.

2 ESP Lecturers

- Have at least 6-month experiences teaching ESP since most of the majors are newly established, approximately 2 years.
- Teach more than 3 ESP classes.

2 ESP Classrooms

ESP class which is comprised mostly by normal distribution of students' proficiency.

2 Students

There were 2 students used as the subjects of this study. The first subject is considered as the high-achieved student and the second is the low-achieved student in which the assessment are given by the ESP lecturers.

In collecting and analyzing the data, there were several steps taken. Using interview guide, the researcher obtained information on the perceptions of ESP students and lecturers on the ESP lecturers' role as a translator in the classroom. There were 3 questions asked by the researcher which are as follows.

Interview Guide For ESP Lecturers:

- What do you know about English teachers' characteristics in general? Can you mention some?
- As an ESP lecturer, do you always encounter students asking you to translate their L1 questions to English when completing the assignment you give?
- Do you offer your help to translate the words asked by your students or they simply ask you to translate the words for them?

Interview Guide for ESP Students :

- How often do you find problems in translating the words you want to say from Bahasa Indonesia to English when completing your assignment?
- To whom do you usually ask a favor to when you have problems in translating the words from Bahasa Indonesia to English? Your friend or your ESP lecturer?
- How often does your ESP lecturer help or offer his/her help to translate the words you want to say from Bahasa Indonesia to English?

DISCUSSIONS

It is of paramount importance that students are aware of the role an ESP lecturer plays in the classroom. However, according to the result of the interview, it is shown that oftentimes students only ask the lecturer to translate if the lecturers offer their help. From the interview, it can be concluded that both students ask the ESP lecturers to translate the words from Bahasa Indonesia to English depends on whether the ESP lecturer shows or verbally state that he or she wants to help. Even though they trust their ESP lecturer to translate the words more than their friends, but this results in students being hesitant in asking for the ESP lecturer's help. In relation to the importance of being helpful as one of the characteristics of an English teacher, a number of studies have proven that being helpful is one of the desired characteristics of an English teacher demanded by the students (Park and Lee; 2006, Koureos and Evripidou; 2013, Wichadee; 2010). Regarding the students' intention for asking the ESP lecturer to translate their words, it is of crucial for the ESP lecturer to show to the students that they want to help them. Further, it is revealed from the students that their ESP lecturer rarely shows that he or she wants to help the students to translate the words. The students expect the ESP lecturer to be more patient and helpful in helping them to translate their words from Bahasa Indonesia to English in order to complete their assignment.

Second of all, in relation to ESP lecturers' perspectives on their role as a translator in ESP classes, there are several points to be taken into consideration. In regard to question number one on the interview guide, it can be concluded that these two ESP lecturers have quite broad understanding on teacher's characteristics. Both of them mentioned helpful as one of the characteristics in which being friendly is regarded as the most important characteristic they need to possess, kind and caring among others. However, being asked on whether or not they encounter a condition where students ask them to translate the words from Bahasa Indonesia to English, it is revealed that they rarely encounter that situation where students ask their help to translate the words from Bahasa Indonesia to English. Being asked the last question regarding whether they offer their help to translate or

not, both ESP lecturers stated that they think they do not feel the need to verbally state that they want to help translating the words from the students. This is where an English teacher plays a pivotal role in the process of learning by being helpful to students. Further, Pariser (2011) mentioned that there are several attributes of a helpful teacher which are teacher's ability to 'read' students well when students find difficulties and teacher's ability to listen attentively to student's interests and learning concerns. In this notion, it is essential for an English teacher to be able to recognize students' problems and ready to provide assistance in helping the students. By being helpful and verbally stating they are willing to help the students in translating the words from L1 to English, it is expected that students will be more motivated in learning English thus resulting in their improved ability in English.

CONCLUSION

It can be concluded from the two aforementioned research problems that both students ask the ESP lecturers to translate the words from Bahasa Indonesia to English depends on whether the ESP lecturer shows his or her help. Even though they trust their ESP lecturer more than their friends, but this results in students being hesitant in asking for the ESP lecturer's help. The students expect that the ESP lecturer to be more patient and helpful in helping them to translate their words from Bahasa Indonesia to English. From the ESP lecturers' perspectives, in regard to question number one on the interview guide, it can be concluded that these two ESP lecturers have quite broad understanding on teacher's characteristics. Both of them mentioned helpful as one of the characteristics in which being friendly is regarded as the most important characteristic they need to possess. However, being asked on whether or not they encounter a condition where students ask them to translate the words from Bahasa Indonesia to English, it is revealed that they rarely encounter a condition where students ask their help to translate the words from Bahasa Indonesia to English. Being asked the last question regarding whether they offer their help to translate or not, both ESP lecturers stated that they think they do not feel the need to verbally state that they want to help translating the words from the students.

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THE IMPACT OF SMART PHONES ON ENGLISH LANGUAGE LEARNING: PERCEPTIONS OF EFL UNDERGRADUATES STUDENTS IN STKIP PGRI TULUNGAGUNG

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Abstract: Researchers across the world are examining the educational value and effectiveness of integrating the latest electronic gadgets with teaching-learning activities in the classroom. In spite of the availability of latest electronic gadgets like iPods, tablets, and smartwatches, researchers are more interested in the educational value of the Smart phones for the teaching-learning of English. In a technologically advanced country like Indonesia, the third and fourth generation (3G, 4G) smart phones devices are available at affordable prices, and people of all streams find it necessary to own a smart phone for connecting with their friends and relatives. Moreover, it has become a common trend among undergraduates students to carry a smart phone to the classroom as well. The present study examines the impact of smart phones on students' English language learning. A field study was conducted on fifty-two undergraduate male students majoring in English language and literature at STKIP PGRI Tulungagung. The methodology of data collection included a self-report for students and a teacher questionnaire. Findings of the study are significant for EFL teachers and researchers for introducing innovative methods and resourceful materials for the English classroom.

Keywords: *Smart phones, English learning, EFL Undergraduate Students, impact*

INTRODUCTION

These latest communication systems are easy to operate and available at affordable prices. The demand for touch screen electronic gadgets with advanced features like electronic dictionaries, translating and language-learning software has increased due to its educational value. Electronic dictionaries have made it easier for students to search for the meaning of difficult words quickly and with less effort. Due to their educational value,

students at the college level find it essential to carry mobile phones to the classroom. In the classroom, there are language teachers who allow students to use mobile phones to refer to electronic dictionaries or to access information for the completion of assignments. Smart phones with internet connectivity can search thousands of web pages and provide details of a high degree of accuracy to the reader. (Wang & Higgins, 2005) points out that in order to view images and text, mobile phone makers have made their screens larger, but these screens cannot be made too larger because mobile phones would not be portable or convenient. A disadvantage of mobile technology is that students often spend long hours for chatting with their friends on social networking sites and browsing non-academic websites, which, in turn affects their classroom performance.(Kuznekoff, JH Titsworth, 2013)are of the opinion that the potential distraction caused by students using their mobile phones to play games, text messages, check Facebook, tweeter or engage in other activities has become a concern to many classroom instructors.

A. Relevance of Electronic Gadgets in Teaching-learning Contexts

The power of portable computing in the form of mobile devices is accessible to everyone, and it is the time to consider using mobile devices for education (Goundar, 2011).The article discusses the integration of tablet computers, such as the iPad, into learning settings. The authors argue that organizations are seeking to shift everyday activities onto personal mobile devices, adding that mobile learning, which involves a strategy to facilitate, enhance, and extend teaching and learning through mobile devices, is often seen as the solution to addressing the problems associated with an increasingly global, mobile, and technologically astute work force(Kaganer, Giordano, Brion, & Tortoriello, 2013). Educational use of smart phone technology: A survey of mobile phone application use by undergraduate university students (Bomhold, 2013).

B. The Impact of Mobile Technology on Classroom Instruction

In this era, the teacher should also be encouraged to examine and envisage innovative ways through which technology can be used to create new prospects for classroom instruction. Universities and teacher training institutions across the world should recognize the relevance of mobile technology in creating effective language lessons. Weinberger, (2011) states that in educational technology, the failure of almost all initiatives is due to the additional burden placed on the teacher.. A skilled teacher is aware of the ways to utilize technology that helps students to progress in their educational paths (Goundar, 2011).As mobile devices become increasingly more prevalent, it is imperative to study their use and effect on the growing field of distance education. This brief review of existing literature indicates that traditional theories of learning, in both traditional and distance settings,

are relevant and applicable to mobile learning, and that mobile devices can be brought thoughtfully into pedagogy at the distance level (Fuegen, 2012). (Ally, 2013) is of the opinion that people across the world wish to access learning materials on their mobile phones rather than acquiring another technology to receive learning materials.

In a regular classroom, EFL students often complain that they learn vocabulary but find it difficult to remember. (Hedge, 2002) states that there has been a greater awareness concerning vocabulary learning in recent years, and it is the responsibility of researchers, materials designers and teachers to increase the pace, using the latest technology in the classroom.

This study will be guided by the following research questions:

- 1) What is the impact of electronic gadgets on English language learning of STKIP PGRI Tulungagung undergraduates?
- 2) To what extent do undergraduates depend on Smartphone for communicating in English?
- 3) How do students and teachers perceive the effectiveness of Smartphone in improving English language skills?
- 4) Does the use of Smartphone accelerate or hinder English language learning abilities of undergraduates?

METHOD

Field Study

The present study examines the impact of Smartphone on English language learning skills of university undergraduates. Further, a preliminary study of this kind at the micro level would give possible insight into pursuing a similar type of research at the macro level in the future.

Participants

Fifty-two undergraduate students studying in the second, fourth, and sixth level, respectively, with English as their major subject voluntarily participated in this research. All the students are natives of Indonesia, and their mother tongue is Javanese. The researchers took the permission of the concerned officials in the university administration and the teachers before conducting the field study. The undergraduates who participated in the study were informed that their responses are meant for research purposes only.

Self-report Inventory for Students

A self-report inventory is a questionnaire which gives a description of personality traits. The self-report inventory consisted of two yes-no questions (Q.3 and Q.4) and twenty-eight self-report statements (Q.10 – Q.37). Four scales (Agree- Strongly Agree- Disagree- Strongly Disagree) were given below each of the statements.

Questionnaire for English Teachers

A questionnaire was used to elicit English teachers' opinions about the effectiveness of Smart phones in improving undergraduates English language skills. The teacher questionnaire consisted of one open-ended questions. Teachers were requested to express their views in writing. Since teachers have an important role in the teaching-learning process, their perceptions would be useful for classroom research. Limitations of the Study

DISCUSSION

The quantitative data analysis, described in this section, is based on students' responses to the self-report, while the qualitative analysis is based on students' and teachers' responses to the open-ended questions.

Analysis of the Self-report Inventory

It was noted that the majority of the students who responded to the self-report inventory are currently pursuing English language and literature courses in their seventh semester. The self-report inventory had four scales: A - Strongly Agree B – Agree C – Disagree D - Strongly Disagree The number of responses for each item is given in percentages.

In Question No.1, it is observed that all the undergraduates mentioned that they belong to English department while in Question No.2, as stated earlier, the majority of the undergraduates mentioned that they belong to the second, fourth and sixth semester. The table below gives an overview as to whether students purchase a Smart phone to communicate in English.

Table 1. English On Smart Phones

Q. No	Statement	Yes	No
3	I use a Smart phone which has feature like an English dictionary and the internet access	95%	5%
4	I purchased a Smart phone because I can use it to learn English	87%	13%

Table 2. Possession Of A Smart Phone For Learning English

Q.No	Statement	Smart Phone %	iPod %	Tab %	Smartwatch %
5	I possess the following Gadgets	96	1	2	1
6	Which of the following Gadgets do you use you to learn English?	96	1	2	1

Table 3. Medium Of Communication

Q.No	Statement	English%	Indon esia%	Both%	Other%
7	Which software do you use on your Smart phone?	60	22	15	3
8	Which language do you use more often for chatting on the Smart phone?	13	85	2	-

The above data indicate that 40% of the students use Indonesia software, and 85% of the students use only Indonesia as a medium of communication for chatting on the Smart phone.

Table 4. Duration Of Time Spent On Smart Phone

Q.9	In 24 hours a day, I spend hours of my time on smart phone	4 hours-8 hours			
	Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
Q.10	I spend a lot of time, chatting with my friends on my Smart phone.	29	32	26	13

Table 5. Using A Smart Phone For The Purpose Of Communication In English And Indonesia

Q.No	Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
11	I need a Smart phone to understand English words and sentences	44	32	17	7
12	I use English as a medium of communication while chatting on WhatsApp Messenger.	21	24	36	19
13	I use Indonesian as a medium of communication while chatting on WhatsApp messenger.	69	27	3	1
14	I use English as a medium of communication while chatting on Facebook.	14	17	32	37

15	I use Indonesian as a medium of communication while writing an email to my friends	43	23	19	15
16	I use English as a medium of communication while writing an email to my friends	20	24	32	24

Table 6. Using Smart Phones For The Purpose Of Improving English Language Skills

Q.No	Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
17	During free time, I watch English videos on my smartphones.	47	30	10	13
18	During free time, I watch Indonesian videos on my smartphones.	45	22	16	17
19	Smart phones can help me to improve my English speaking skills.	57	20	15	8
20	Smart phones can help me to improve my English writing skills.	52	21	16	11
21	Smart phones help me to learn new words of English.	44	48	7	1

Table 7. Dependence On Smart Phones For Translation

Q.No	Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
22	Mobile phones are necessary for me to translate English words into Indonesian.	52	36	8	4
23	I use mobile phones to translate Indonesian words into English.	46	37	14	3
24	I can understand English words without using a Smart phone.	32	36	18	14
25	The software I use on my mobile phone can translate English words correctly into Indonesian.	36	32	28	5
26	The software I use on my mobile phone can translate Indonesian words correctly into English	34	41	18	7

Table 8. Smart Phones For Academic Purposes

Q.No	Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
27	I scan and save the study-related reading materials to my Smart phone.	31	29	27	13
28	My Smart phone helps me to improve my English language skills.	46	36	12	6
29	My teachers of English allow me to use a Smart phone to learn English words in the classroom.	22	24	31	23

Table 9. Reading On The Smart Phones

Q.No	Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
30	During the exams, I read notes from my Smart phone	23	23	28	26
31	I can remember everything if I read from my Smart phones.	21	27	39	13

Table 10. Influence Of Smart Phones On Teaching-Learning Process In English Language Classroom

Q.No	Statement	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
32	My English teacher allows me to take notes on my Smart phone.	15	43	21	21
33	Because of the Smart phones, I stopped writing notes on paper.	17	30	31	22
34	I can improve my English spelling by using a Smart phone.	32	35	22	11
35	I do not need to learn English spelling because I can always use a Smart phone.	19	23	30	28
36	I do not need to learn English language because I can always use a Smart phone.	18	28	38	16
37	Smart phones are the main cause of my poor performance in the exams.	27	25	26	22

Analysis of Students' and Teachers' Written Responses

The qualitative analysis is based on an open-ended question (Q.38) given in the students' questionnaire and four open-ended questions given in the teachers' questionnaire. Only 19% of the students (Q.38 Please write your opinion about using a Smart phone / iPad / Smart watch / Tablet for learning English), and five English teachers responded to the open-ended questions. An overview of the students' and teachers' perceptions is presented in the table below.

Table 11. Students' Written Statements About Using Electronic Gadgets For The Learning Of English

No	Student's Statement on Question 38	Relative Share
1	Using Google translation to know a new word, watch youtube, using social applications.	20%
2	A good way to learn English.	21%
3	In this century, we can't imagine our lives without a Smart phone.	35%
4	Smartphones are good for communication, but not for learning. Not all people use smartphones to learn.	5%
5	I think using a Smart phone in the classroom is very bad.	3%
6	Smartphones are helpful, but, as a student, you always need real books to learn.	2%
7	It is good to use Smart phones to communicate with people in English or any other language.	4%
8	My Smart phone helps me to take online English.	4%
9	In general, technology is helpful to improve your knowledge.	3%
10	If you need to search for a word from a book (hard copy), sometimes you need to turn many pages, but in the Smart phone, it is easy to search and find a word.	3%

Table 12. Opinions Of English Teachers On Impact Of Smart Phones On English Language Learning

No	Statements by Teachers of English (Qualitative Approach)
1	Smart phones will certainly improve students' language skills.
2	Applications like WhatsApp help students to form groups and contribute to improving their writing, reading, and speaking skills.
3	Smart phones can be used for a variety of purposes
4	Smart phones can store useful information, such as dictionaries, and can access websites on the internet
5	Smart phones are within our reach at any time, and we can use them without any time limit.
6	Smart phones help learners to learn independently.
7	Smartphones provide easy, fast and efficient access to thousands of useful sources.
8	Smart phones are helpful to verify the usage of English words

All the five teachers who participated in this questionnaire are of the opinion that electronic gadgets are necessary for improving students' English language skills.

CONCLUSION

- a) The Impact of Electronic Gadgets on English Language Learning of STKIP PGRI Tulungagung Undergraduates. An analysis of the findings suggests that the impact of mobile phones in students' everyday lives is more dominant than that of other electronic gadgets.
- b) The Extent to Which Undergraduates Depend on Mobile Phones for Communicating in English. The findings also reveal that 86% of the students use translating software, available on the mobile phones, to understand English words and sentences.
- c) Students' and Teachers' Perceptions of the Positive Influence of Mobile Phones on Improving English Language Skills The belief that they can carry their mobile phones around at all times and that therefore, it is not necessary to learn English spelling may hinder them from reaching higher proficiency levels. It is observed that students often depend on their mobile phones when they are not sure of English spellings.
- d) Mobile Phones as a Tool to Improve or Hinder Students' English Language Learning Abilities? The findings of the present study reveal that English teachers - and most of the undergraduates - who participated in the survey are of the opinion that mobile phones can accelerate students' English language learning abilities.

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ELT AT THE TERTIARY LEVEL AND ITS PERSPECTIVES IN THE 21ST CENTURY

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Abstract: In the 21st century, knowledge is seen as one of the production factors along with technology. About two decades ago, the focus of ELT was more on imitating the native speakers. The old principles of effective communication have now been replaced with another set of 7Cs dealing with critical thinking, creativity, collaboration, cross-cultural understanding, communication, computing and ICT literacy and career aspect. ELT is not limited to obtaining the language skills but with the pragmatic aspects of language use. As a result, the ELT teachers at the tertiary level need to incorporate project-based approach and group activities to enhance the social skills or life skills. ELT is also dependent on technology and we are gradually moving towards virtual classroom. This paper explains in detail the pedagogy of the 21st century, which includes the principles of 7Cs and their importance in teaching ELT at the tertiary level in the knowledge-based era.

INTRODUCTION

The 21st century is known as the knowledge age or the digital era, where knowledge of ICT is considered to be one of the key factors of growth and development in the society. Adequate knowledge of ICT is synonymous with power. The internet technology has in fact shrunk the world. We are all now connected by Gmail, Facebook and WhatsApp. According to Trilling and Fadel, it is an information-driven, globally networked society. Against the backdrop of such a colossal shift from the Industrial age to the knowledge age, the perspectives of teaching English language have changed completely since the focus is more on technology based teaching aids and modules. The rapid technological innovation has also offered new words and new mode of expression through “emoji” or emoticons.

In the words of Richard Riley (Secretary of Education under Clinton) quoted by Bernie Trilling and Charles Fadel in their jointly authored book entitled *21st Century Skills*: “We are currently preparing our students for jobs that don’t yet exist...using technologies that haven’t yet been

invented...in order to solve problems we don't even know are problems yet..." (Trilling & Fadel 2009, xv). To substantiate the words of Richard Riley, I would also like to quote Alvin Toffler, the writer and the futurist, who is famous for his works on technology and digital revolution. He says: "The illiterates of the 21st century are not those that cannot read or write, but those that cannot learn, unlearn and relearn" (xxxii). Both the quotes aptly indicate the scenario of ELT in the 21st century. The society is in a state of flux with a continuous advancement of existing technology and introduction of new technology as well. In order to be at par with this shift, the facilitators are continuously unlearning to learn or relearn the new aspects of ELT. In such a scenario, one cannot think of limiting the syllabus of ELT within the four skills: LSRW. It requires a broader spectrum, which includes a set of 21st century skills.

The 21st century, as I have already mentioned, is Knowledge-based society or Knowledge era, where knowledge of IT or ICT is of prime importance. The knowledge-based society consists of scholars, researchers, engineers, technicians, research networks, and firms engaged in research and in production of high-end technological goods and services. Knowledge or information is now accessible to all. It is being used to empower and enrich people materially and culturally as well, leading to build a sustainable society.

Over the years, there had been a gradual shift from Agrarian economy to Industrial economy leading to Knowledge Age with the invention of computer. The first computer was bought by India in 1956, so we can say that this was the beginning of the knowledge era in Indian context.

About two decades ago, the perspectives of ELT were not quite similar to the present day scenario. The focus was more on obtaining the four skill and imitating the native speakers. Since the beginning of the 21st century, the English language gradually replaced the vernaculars in the schools. In fact, the vernacular-medium schools are now losing their grip over the education system of any country in Asia. Along with that, the age-old principles of 7Cs and 4Ss of effective communication are now replaced by another set of 7Cs dealing with critical thinking, creativity, collaboration, cross-cultural understanding, communication, computing and ICT literacy and the career aspect. The MNCs now look for a globalized workforce. Therefore, we can say that in the 21st century, ELT works on the areas of cognitive development and the facilitators of ELT at the tertiary level need to combine project-based approach, case-based pedagogy and group activities, which are useful for a learner to adopt the social skills or life skills or people skills in relation to the socio-cultural context.

Hence, this paper will explain in detail the importance of the 21st century skills, ie: the 7Cs and the changing perspectives of ELT at the tertiary level, including the new proxemics of the classroom.

METHOD

From the 1970s onwards, it has been observed that the linguists tend to focus more on the communicative aspect of the language learning process. According to H.H. Stern, the linguists are moving towards ‘discourse analysis’, wherein the language teaching does not take place in isolation, rather it is studied with reference to text passages, dialogues, descriptions, and narratives because the context of language use is as important for language teaching as it is for linguistics. The communicative function of the language has started playing an important role from the 70s onwards (Stern 1983: 133). The pragmatics also promote the same aspect of language teaching that it is “not merely to manipulate meaningless sound sequences” (178); it is more of catering to the practical demands of a communicative approach to language teaching. The practical needs may stimulate the development of new words as well. Keeping the pragmatic aspect of language teaching in mind, I have adopted the direct method, the audio-lingual approach or the cognitive theory of applied linguistics to discuss the perspectives of language teaching in the 21st century as it deals with the practical aspects over theories. According to H.H. Stern, it is a theory of second language teaching...it proves its usefulness, above all, by making sense of planning, decision making, and practice. It is also effective and applicable (Stern 1983: 27). In addition to it, I would say that it allows the facilitator to influence the thought process of the learners so that it becomes easy to involve them in different group activities. Stern (1983: 26-27) also says: “a language theory which is not relevant to practice, which does not give meaning to it, or or ‘does not work in practice’ is a weak theory...”. The cognitive approach is essential to ELT at the tertiary level in the multi-lingual as well as multi-racial classrooms.

At the outset, I would say that it is more of active learning, where the teacher is just a guide or a facilitator not a task master. At the same time, we have to consider the socio-cultural context that we are teaching English language in an era, when technology has access to all the spheres of our life: be it public or be it private. The search engines have already minimized the value of the text books. The students mostly carry smart phones and they are on different social media. Typing seems to be easier than writing on a piece of paper. Carrying a laptop is more convenient than carrying exercise copies, books and pens. One can store multitudes of e-books in a small pen drive, which does not occupy much space at all. The learners also depend on the search engines as authentic sources of information. Hence, the shift in the anthropological scene led to freedom and flexibility. “The true basis of education is the study of the human mind, infant, adolescent and adult. Any system of education founded on theories of academic perfection, which ignores the instrument of study, is more likely to hamper and impair intellectual growth... For the educationist has to do, not with dead material like the artist or sculptor, but with an infinitely subtle and sensitive

organism” (Aurobindo 1956: 19). The quote is extremely relevant in this context as the facilitators must remember that the learners are individual entities. Therefore, the learning environment should have to be conducive for learning. The learners should be given enough freedom to nurture their creativity and hidden potential. The learning modules should have to be designed in such a way so that they reflect the ‘quasi-natural setting’ (182) and they can work together either on a project or on a problem or on a case. The process of Group Learning emphasizes the cognitive development and it also helps one to inculcate the three fundamental skills of the 21st century: critical thinking, problem solving and decision making. The learners interact among the peers, investigate the given case or problem and then deduce a conclusion.

Here, I have incorporated a survey conducted among the final year students of engineering, who took up professional communication for campus placement. (Survey based on quantitative and qualitative questions conducted among a batch of 30 multi-lingual and multi-racial students of Electrical Engineering department with the following questions in January 2017 before the beginning of the semester):

Table 1. Questions

Survey Questions (Quantitative & Qualitative)

Can we learn some group verbs today?

Can you spot the “errors” in the following sentences?

Can I discuss the principles of writing technical paragraph?

Can we learn some new words?

Can you write a report following the principles of 5W and 1H?

What is EI? What are the five aspects of EI?

Inbox has replaced Postbox

Prepare the news content based on 5Ws and 1H.

A Silent Film for You: Prepare the Script.

Cartoon Strip for you; prepare the speech bubbles.

Can we have sessions of group discussion on global current affairs?

Prepare a flowchart of your institute.

Prepare an itinerary of a trip to Orlando/ Yogyakarta/ Macau for the tourists from India

Conduct a survey on Euthanasia.

RESPONSES/ FEEDBACK

The response, I received from the students for the first six quantitative questions, was negative as they were not interested in rote learning following the theoretical aspects. But the response, for the qualitative questions from question number seven to thirteen, was positive with a note of enthusiasm in their tone as these questions emphasize on activity, creativity, imagination, group learning, critical thinking and decision making.

FINDINGS

Based on the responses, one can say that the learners should be given enough scope to think, imagine and act accordingly. The classroom belongs

to the learners. Gone are the days of textbooks and grammar worksheets. They prefer more of action, application, critical thinking, problem solving and decision making skills. The traditional methods like grammar-translation method and imitation theory are no longer relevant in the classroom. Bloomfield's theory of imitating the native speakers is also not effective at the tertiary level. Stern has aptly pointed out that Bloomfield ignored the aspect of 'unconscious soaking up' (157) by which Stern means to opine the experiential aspect of language learning, which happens due to our exposure to the continuous flux of anthropological scene. Whorf, the most unusual modern linguist of the US, in his principle of linguist relativity, gives stress on the relationship between language, mind, and reality (205). Therefore, the 21st century teaching pedagogy incorporates the new trends of the knowledge era and it is also learner-centric and need based. The companies look for an employee, who is a global digital citizen, who can also adjust in a heterogeneous group. The response of the first six questions is negative as they hint at the traditional mode of learning, where the facilitator is a sage on the stage, who explains some theories and principles without the practical implications. From question number seven, the response is positive as they are related to activities. The learners need to exercise their imagination, sense of creativity, lateral thinking, interpersonal as well as group communication skills, problem solving and decision making abilities. Here, we have to remember that the decision is made after discussion. Such activities help them shaping up their personalities and make them fit for the jobs in MNCs.

What are the key 21st century skills in knowledge era?

- 1) Critical thinking and problem solving
- 2) Creativity and innovation
- 3) Communication and media literacy
- 4) Collaboration and leadership
- 5) Computing, digital proficiency and ICT literacy
- 6) Cross-cultural Understanding
- 7) Career awareness and Self reliance

These skills (7Cs) have replaced the traditional 7Cs of ELT and professional communication, which were: Credibility, Courtesy, Clarity, Correctness, Consistency, Concreteness and Conciseness. The objective of teaching in the knowledge based society is to make one fit for the digital era, where they need to learn the usage of new technology to cope up with unexpected challenges.

Evolution of the society and the changing trends of pedagogy

In the agrarian society, farming used to be the primary occupation and the children had learnt the family trade and craft to help their parents. The industrial era (from 1760 onwards) brought in a change in the occupation.

Those, who had worked in the field, became laborers in the factories and a mass exodus took place from the countryside to the factories of the city. Men then got more than one career options like becoming a clerk or a manager, or working in the factory. Women also started working as waged laborers in the textile factories and coal mines. The era introduced mobility and a steady trajectory of economic growth. To maintain the standard of the growth, engineering and science education received prime focus from all the quarters. The era reached its pinnacle of growth around 1860.

With the advent of the knowledge age in the late 20th century, to borrow Thomas Friedman's words that the world suddenly becomes flat. All are now connected through global network. It is an era of information and technological innovation. Everyone is participating in global economy and politics through online portals. Different e-commerce portals are doing business on transnational levels and anyone can participate in that without having any formal degree in computer science. Similarly, anyone can participate in political decision making by sharing the views online or through any social network. Communication is more of a social networking tool. The ancient philosophers of India, had dreamt of one world or the world in a nest. Today, we are moving towards it. The world has become small and flat. Humanity is now more participative in nature. We also witness a blend of different cultures across the globe because of rapid mobility due to internet technology, overseas jobs and cross-cultural marriages. Human beings are now global digital citizens. The knowledge age is based on information. The digital revolution has revolutionized every aspect of our society starting from education to agriculture. The students spend more time in front of the monitor or with smart phone. They learn independently through google and they are a part of a global virtual community. They become successful if they can utilize the information at the right time. The knowledge age or the digital age is also known as the advanced form of capitalism, wherein the knowledge and innovative ideas are the main sources of economic growth. Here is a quote to explain the evolution of the society and its needs and characteristics: "In agrarian or pre-industrial times, most people mainly needed the 'know-how' kinds of knowledge. They learned this knowledge by participating in the everyday life and work of their community. Most people had no formal education. In Industrial Age (20th century) societies, on the other hand, people needed different, more abstract – or 'know what' – kinds of knowledge. Schools were set up to deliver this kind of knowledge to the young, and mass education began. In Industrial Age schools, trained professionals package "know what" knowledge into a logical, controlled, cumulative sequence. Students are organized into age-related cohorts who receive this knowledge all together, in the same order, at the same pace. Industrial Age schools also teach social and citizenship skills. Students are disciplined to follow the rules and respect the authority of certain bodies of knowledge, and to follow

the rules and respect authority in the society they live in. The schooling system is managed by a bureaucracy, set up to ensure the efficient and standardized functioning of all parts of the system. The efficiency of the system takes precedence over the needs of individual student...Post-Industrial – or Knowledge – Age (21st century) people also need ‘know what’ kinds of knowledge. However they need *more* than this. They need to be able to *do things with* this knowledge, to use it to create *new* knowledge. The ‘know-what’ kind of knowledge is still important, but not as an end in itself. Rather, it is a resource, something to *learn* (or think) *with*. In the Knowledge Age, change, not stability, is a given...Knowledge Age worker-citizens need to be able to locate, assess, and represent new information quickly. They need to be able to communicate this to others, and to be able to work productively in collaborations with others. They need to be adaptable, creative and innovative, and to be able to understand things at a ‘systems’ or big picture’ level. Most importantly, they need to think and learn for themselves, sometimes with the help of external authorities or systems of rules, but, more often, without this help” (from a blog post entitled Shifting to 21st Century Thinking). It clearly defines the criteria of the 21st century, where the learners need work independently. They can do so if we help them to inculcate the key skills of the 21st century. The learners of the present era are already quite advanced compared to their facilitators as they are provided with video games, tablets, smart phones, laptops and other gadgets as soon as the stage of infancy is over. Therefore, when they reach the tertiary level of education, by that time, they are already technocrats. At the same time, they are extremely independent. Text books on ELT and Professional communication are not necessary anymore. They learn virtually. Plenty of video lectures and e-books are available on the online portals. Hence, keeping all these in mind, the proxemics of the classroom needs to be changed to allow the learners to harness the key skills of the 21st century to accept the unknown and the unexpected challenges.

21st century classroom

Here is an image of the 21st century classroom, where learners can either work independently or work in a team with adequate personal space as well as social space. At the same time, it is easy to use all the key skills of the 21st century in such a set up. In the traditional classroom with rows of fixed benches with long tables facing the instructor, the learners are not provided with the scope for peer communication. The communication takes place only between the teacher and the students. The set-up is rigid and frozen compared to the present-day classrooms. The aspects of freedom and flexibility are missing in the traditional set up. The gadgets like projector, computer and a screen are also part of the proxemics of ELT classroom. The class hour should have to be flexible as well (if possible).



[Google image for non-commercial usage]

Thus the 21st century classroom and the teaching pedagogy are marked by flexibility and freedom. One can notice a sense of flexibility in the proxemics of the classroom and teaching pedagogy. The idea behind the promotion of the flexibility in the classroom proxemics is to make the learners industry- ready as they have to work in a team with members belonging to different races. Many professionals, these days, also work from home or from any location with a smartphone or a laptop with internet with flexible time schedule. The image of flexibility is essential to the present era. In fact, the business transaction today operates on the virtual plane, likewise, the physical classroom will very soon be replaced by the virtual classroom.

21st Century English Language

“Language is essentially rooted in the reality of the culture...an utterance becomes only intelligible when it is placed within its context of situation” (quoted by Stern 207). It is relevant in the 21st century as we witness that the technology is influencing the vocabulary, for example, the youngsters are fond of using the word ‘delete’ instead of ‘remove’, ‘eradicate, and ‘rub off’. Here are some examples of new words, which have been coined in the recent years.

- 1) Textationship: When one’s relationship is confined in a rectangular cell phone. It is a virtual love relationship. The person is not willing to take it to the next level. He/She finds the textual relationship quite compatible.
- 2) Benching: When one is hooked to WhatsApp messages and ignores the world. The bencher gets along well with benchee with well-timed witty texts.
- 3) Tuning: When someone tries to take the relationship dynamics to next level through flattering text messages.
- 4) On/Off-ers: When a person sends text messages to someone for some time and then quits. Again he/she bounces back to the same person. It is a part of ‘megadating’.

- 5) Megadating: It implies the social media dating scene. In 21st century, youngsters are a part of a series of non-exclusive relationships. The megadaters do not know what they look for in their partners. That is why they do not commit.
- 6) Pollution: It means education about pollution. An app dealing with Pollution Index of different regions is however in its nascent stage.
(Source-*Times of India*-an English daily)

More new words will be incorporated over the years as the technology progresses in the 'wired' world. Along with the new coinages, there is also a series of new emoticons or 'emojis' in smartphones. They also operate parallel with the oral communication. The texts are often replete with emoticons. There lies another challenge as the objective of present day communication is also to convey the emotion along with the words. The youngsters feel that the words cannot translate the emotion of the communicators. The expression of emotion is a must today along with the oral communication. As if this is to suffice the face to face communication. We may say that the technology has embraced every aspect of our daily life. It is a leveler as anyone can embrace technology irrespective of class and creed. Therefore, the progress of technology and knowledge in the 21st century has brought all on a platform of equality with an air of flexibility and freedom.

CONCLUSION

I would like to conclude my paper by quoting from the essay entitled, "Education for a Knowledge-Based Society? A Concept Must be Rethought", by Andreas Poltermann, where he says: "It is not a matter of having more economically independent persons..." in the knowledge-era. It is rather a matter of procurement of knowledge and information and then to disseminate aptly to satisfy the needs of the global consumers. A little later, in the same essay, he cites an example of the 21st century business strategy in a case study: "The automobile industry still produces automobiles. However, today's task is increasingly not a matter of selling a physical product, i.e. automobile, but satisfying the customer's mobility requirements. People do not want to necessarily own the car, but to use it in places where a bike, train or bus does not suffice. The solution of these issues... is linked up with communication and cooperation with customers..." Here, we see that the technology and information come into play. The problem of mobility can be sorted out with the innovations in the areas of ICT, for example, the introduction of different mobility apps: Uber and Ola. The associated apps of mobility can be Oyo app for accommodation. Invention of such apps complement the mobility options of the 21st century's global and digital stakeholders. Today, one can move to diverse locations with the help of an app like Google Map and others. All we want is just a smartphone. The world is at our fingertips.

Therefore, the facilitator at the tertiary level, needs to change the traditional perspective that the learner is like a 'tabula rasa', who will learn new things from the facilitator. The learner comes prepared to attend the class either with a smartphone or a laptop and they continuously cross verify the information received from the facilitator. It is a very challenging scene. In order to cope up with the fast-paced technology and new information, the facilitators of ELT need to update themselves by unlearning and relearning. Also, he/she needs to emphasize on cooperative and communicative exercises for the cognitive development of the learners. The learners should be encouraged to read and discuss the innovations, which have brought in a change in the household, in daily life and in the education system, so that they can be ready to face the world. Also, the facilitators need to use multiple-media to make the classroom proactive as per the demands of the 21st century. The set-up of classroom (as shown in the image) is conducive for group learning and activities, which also aids in critical thinking, problem solving and decision making. The facilitators will move around continuously from one group to another to facilitate the learning process.

At the end, we have to remember that we live in a constantly changing society, where a new technology or an improvised technology is being introduced after every four to five years and that affects the process of teaching of English language as it is the language of power and business. Therefore, the teaching pedagogy must incorporate the evolving criteria of the society in the interest of the adult learners.

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ENGAGING LEARNERS WHO LACKED INTEREST: ACTION RESEARCH

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Abstract: Engagement is an essential concept in learning as it contributes to the success of the learners in gaining knowledge. The lack or absence of engagement in learning, therefore, should cause great concern: not only do the teachers have to expend extra efforts to achieve the instructional objectives, but the learners also gain very little in the classes as they fail to construct knowledge they need. The present paper reports the results of action research conducted to overcome the problem of poor learning engagement among tertiary students in the English Department of Unesa. They took the course called *Teaching English to Young Learners (TEYL)*, which aimed to equip the students with relevant knowledge about how to teach English to children, but informal observation in the classroom during the first few weeks indicated that they hardly showed any interest in doing various learning activities. The root of this problem seemed to be their negative attitude toward children, whom they found anything but fascinating individuals. Such attitude definitely affected their enthusiasm in learning TEYL and created further problems: they made the learning atmosphere less conducive by using negative expressions or showing undesirable behaviors. These problems needed to be addressed immediately to improve their engagement and eventually their learning outcomes, so action research to overcome them began in the third week. A number of interventions were continuously done in the subsequent sessions, and the results showed they became increasingly engaged in the classroom due to higher interest in TEYL.

Key words: action research, learner engagement, EFL, English for young learners

INTRODUCTION

Learner engagement has a vital contribution to effective learning because its presence in the classroom ensures that learners pay attention to and do the tasks to achieve the goals. Shernoff (2013:12) defines engagement as “the heightened, simultaneous experience of concentration, interest, and enjoyment in the task at hand.” These three components—

concentration, interest and enjoyment—present in learning indicate high engagement, which result in positive learning outcomes. Skinner and Pitzer (in Parsons, Nuland & Parsons, 2014:24), for instance, found that engagement was a good predictor of “student learning, grades, achievement test scores, retention, and graduation.” Consequently, teachers should take necessary actions when learners become disengaged in the classroom. Some indicators of disengagement are reluctance to complete the tasks, lack of attention to learning activities and giving up easily. Such disengagement makes it harder for the teachers to achieve the instructional objectives and they have to dedicate extra time and efforts to overcome it. In addition, the disengagement also hinders the learners from gaining knowledge due to their reluctance in doing the tasks, resulting in ineffective learning.

The present paper aims to report the efforts in overcoming the lack of engagement among undergraduates taking a course called *Teaching English to Young Learners* or—henceforth—TEYL. This elective course is offered to equip the students with knowledge about language learning at an early age and basic skills in the teaching of English to children. Informal observation in the first few weeks indicated that a particular group of students who took this course in 2016 lacked engagement in the classroom. Most of them did not participate in the classroom discussion and remained quiet. When a small number of engaged students asked me questions, the disengaged ones paid little or no attention. They avoided eye contact and their facial expressions showed lack of eagerness. In this learner-centered class they had to present a certain issue on TEYL in groups in front of the class, but again disengagement was obviously seen in the presenters. Rather than making their presentations attractive to the audience, they prepared Powerpoint slides and read the sentences in the slides aloud without any additional explanations or examples. It was apparent that they did the presentation because they simply had to instead of viewing it as an academic forum where they could share their knowledge and experience.

The root of this problem seemed to be interest. Being young adults aged 19 to 21 years old (Harmer, 2007), most of them were not fond of children, let alone teaching English to children. The fact that they were not interested in teaching children caused great concern because it was the subject matter of this course. Interest in the subject matter leads to higher motivation and further learning (Shernoff, 2013) so it is essential for the learners to have interest in order to get engaged in learning and maintain this condition in their life-long pursuit of knowledge. Macklem (2015) underlines the importance of having interest when taking a course, stating that learners with high or moderate interest at the beginning of the semester will continue having it for the rest of the semester and be more easily engaged to learning. Low interest at the beginning of the semester will remain low in the subsequent weeks unless the teacher does something to make them more interested. Because low interest results in disengagement

and a threat to effective learning, I felt the need to conduct research and do interventions in the above TEYL class to arouse the undergraduates' interest in the teaching of English to children. The purposes of the interventions were twofold: making them fond of children and having them enjoy teaching children.

This next section of this paper will explain the methodology of this research, then the findings will be reported in the following section. Finally, the conclusion and the implications of the findings will be presented.

METHODOLOGY

To solve the aforementioned problem of low interest and improve the learners' engagement, the best methodology was classroom action research which was approached qualitatively. The subjects were 24 sophomores in English Department of Universitas Negeri Surabaya (Unesa) taking TEYL as an elective course in 2016. Purposive sampling was used to select them as the subjects of the study, and the reason for choosing them was the lack of interest in the subject matter of the course. This condition could become a major hindrance to achieve instructional goals so improving it was mandatory.

Data were collected by means of observations and interviews. The observations were useful to find out the learners' interest in the teaching of English to children and how engaged they were to learning. Field notes recorded the written data from the observation, while the camera captured the activities observed during the interventions. To triangulate the results of the observation, semi-structured interviews were conducted to eight learners selected due to very low interest at the beginning of the semester. Data collection began in the fourth session after lack of interest was detected in the first three sessions. The procedures included planning, acting, observing and reflecting (Kemmis & McTaggart, 1988). As soon as the above problem was identified, interventions to increase their interest in TEYL were planned. Then in the following sessions these plans were implemented and at the same time the effects of the interventions were systematically observed. After each session, the implementation and its effect underwent evaluation as a part of the reflecting stage. Successful implementation needed no further interventions, whereas unsuccessful implementation should be followed up by alternative practice that may solve the problem of low interest.

FINDINGS AND DISCUSSION

The learners lacked interest in TEYL because they were not fond of children. To solve the former, it is necessary to deal with the latter as it became the root of the problem. Interventions were prepared to raise the learners' awareness because the problem was internally (from the learners) rather than externally (from their surroundings) inflicted (Macklem,

2015). The first intervention was done to make the learners realize that working with children was a fascinating experience rather than a dull one. Apparently changing their mind about children could not happen in only a few minutes so it was more realistic to view it as a process and allow sufficient time for the change to take place. In addition, taking part in activities was deemed more effective to make them change their mind than listening to advice so suggesting the learners orally to increase their fondness of children was avoided. Instead, they were asked to do activities to raise their awareness of the positive outcomes from educating children.



Figure 1 Costumes of Favorite Cartoon Characters

One of the activities to serve this purpose was wearing costumes of their favorite cartoon characters in the fourth session (Figure 1). It aimed to remind them of their own childhood and elicit several things from their memory: what they liked, why they liked these things and how they viewed and felt about the world around them. This activity was useful to assist them to understand the characteristics of children, such as eagerness to play even when learning, having short attention span, and others. Scott and Ytreberg (1993) argue that it is important to know the characteristics of children before teaching them English so that the teachers could design the most appropriate materials, techniques and teaching aids for the learners. It was expected that the undergraduates in TEYL class could reflect on their own characteristics in their childhood and no longer disliked children, paving the way for being good teachers of English for young learners. Wearing costumes turned out to be effective to help the undergraduates reflect. During the lecture they looked very pleased to show their favorite cartoon characters through the costumes they were wearing. They also enjoyed

seeing their peers' costumes and were eager to take group pictures with them. When I asked them what they thought about this activity, they responded favorably and admitted that it helped them understand what children in general enjoyed doing and needed. Obviously the activity of wearing costumes could elicit the fun, playful side in them.



Figure 2 Simulation of Puppet Show

After the root of problem—i.e. disliking children—had been overcome, the major problem needed to be addressed: the lack of interest in teaching English to children. To improve this condition, teaching aids or media played an essential role in arousing the undergraduates' interest. Initially the interventions focused on the *use* of various teaching aids which were already available, but later it shifted to the *creation* of teaching aids by the undergraduates. Teaching aids could be classified into three categories: visual, audio and audio-visual aids (van Els, 1984), and all of these types were mobilized to motivate the undergraduates in several sessions of TEYL class. For instance, a simple yet attractive visual aid like puppets turned the session into a motivating one when they exemplified how to teach listening to children. The puppets not only attract the undergraduates' attention, but also supported the eco-campus program in Unesa because the puppets were made mostly from recycled goods. To give the undergraduates a motivating experience, the use of the puppets was demonstrated in the form of a brief puppet show: one of learners played the role of the teacher who was telling a story using the puppets, while the rest pretended to be children who acted as the audience and learned listening comprehension from the storytelling (Figure 2). In another session, audio aids such as nursery rhymes and children songs were played to illustrate the teaching of vocabulary. Finally,

the learners also viewed audio-visual aids in the form of short video clips of movies or music for children.

After they learned how to use various types of teaching aids, they had to try creating teaching aids by taking part in Project-based Learning. Miller (2010) suggested Project-based Learning as one of the approaches to improve engagement among adult EFL learners because of its ability to attract the learners' interest. This approach involved solving a problem or addressing an issue in the real world, and resulted in a product. In the context of the undergraduates in TEYL class, the product resulting from the project-based learning was teaching aids. This activity not only equipped the undergraduates with necessary skills in developing media, but also overcame the lack of interest they felt about the subject matter. The media they developed, however, were confined to visual aids only because creating audio and audio-visual aids required technology which might be too demanding. Making complicated media could be counterproductive to their interest so it was important to keep the process simple.



Figure 3 Student-Made Paper Puppets

The simplest yet motivating task to begin the “creating” phase in the media development was making puppets from scrap paper (Figure 3). After observing how I made a puppet in less than five minutes with the help of scrap paper, a board marker, and a stapler, they did the same task individually for about ten minutes. A picture of each learner holding their work in his or her hand was taken and included in their portfolio. Their motivation kept on increasing because special attention was paid to each of them and they felt that their work was appreciated.



Figure 4 Visual Aids (Pop-up Books) in Media Exhibition

The next task was also the development of visual aids, but this time they had to create more sophisticated media so it was done in groups instead of individually. In this Project-based Learning they were asked to design an English lesson for children. First, they wrote a lesson plan that summarized what to do in the teaching learning process and how to do it. Second, they developed a visual aid which was relevant to that lesson and would look attractive to children. Afterwards, they presented the lesson plan in front of the class and demonstrated the use of the visual aid for about 20 minutes, followed by questions and feedback from their peers. Efforts were made to keep these sessions supportive academic forums for the learners to share their knowledge and experience so that their motivation and interest could remain high. Based on the feedback they improved the lesson plans and the visual aids. Finally, they put the visual aids on display in the Media Exhibition as a part of English Teachers Conference (ETC). This conference is an annual event held by the English Department of Unesa, and in 2016 the theme of the conference happened to be “Instructional Media in English Language Teaching.” The undergraduates in TEYL class took part in the Media Exhibition and had a valuable opportunity to show their works to the teachers attending the conference and the exhibition (Figure 4). Many conference participants expressed their amazement at the undergraduates’ creativity and efforts in developing the visual aids, giving positive reinforcement to the undergraduates. The learners’ motivation got boosted further when some conference participants purchased two of the visual aids (Figure 5), and eventually so did the learners’ interest in TEYL. The learners were pleased that their works were appreciated during the exhibition in the conference.



Figure 5 ‘Snadders’ or ‘Snake and Ladders’ as a Visual Aid

This action research yielded positive outcomes in that the interventions could gradually change the learners’ level of interest from very low to very high. Interviews conducted to elicit their opinions about TEYL revealed the change of their attitude. Initially they considered teaching English to children as an insipid task due to their negative opinion about children, but reminiscing their own childhood through the costumes they wore and being actively involved in designing a lesson for children, especially developing the visual aids, could raise their awareness of how fascinating and rewarding the teaching of English to children was. With the growing interest in TEYL, they became more engaged in the classroom and the learning atmosphere was significantly improved.

CONCLUSION

This action research was triggered by the lack of interest in teaching English to children among undergraduates in TEYL class due to their negative attitude about children, causing disengagement in the classroom. As it made learning a tedious experience and hindered the attainment of instructional goals, some interventions were carried out to overcome this problem. The first intervention in the form of costume-wearing in the classroom was done to make them realize the amusing world they lived in as children. After this intervention was successful, the second one followed to arouse their interest in teaching children. They had to do the task of developing visual aids for the teaching of English to children. It began with a simple individual task of making environmentally friendly puppets from scrap paper, then they performed project-based learning by developing more sophisticated visual aids in groups. The interventions proved to be effective in increasing the learners’ interest in TEYL and improving the engagement in the classroom.

BIODATA

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STIMULATING CREATIVITY AND INNOVATION IN CREATING A BUSINESS ENGLISH MEETING PROJECT IMPROVING STUDENTS' SELF CONFIDENCE TO SPEAK UP

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Abstract: There is a growing needed in the working field of the importance of creativity. To save the competition in looking for a job, encouraging students' creativity and innovation are essential. Creativity creates learning more enjoyable, learns new knowledge, and helps to stimulate, to engage, and to motivate students' learning. It also tends to improve student self-esteem, confidence and awareness that make learning more effective. Exercising students-creative will tend to make students feel more on themselves, and more alive. The researchers used the Action Research Method proposed by Kemmis and Taggart (1989) to illustrate the process from planning, action, observation and reflection that formed spiral moments. The purpose of the study was used to see the improvement of the strategy implemented. 30 students of the Accounting Department, studying at the fourth semester in the year of 2015/2016 were the subject.

INTRODUCTION

Creative is a strength aspect of a personality that sees something in deeply. Teachers should encourage and inspire students' creativity as creativity and innovative will help to survive students' future life.

Background of the Study

In the working field later, students will face complex problems that need creative solutions in which every employee has to explore their own creativity.

Providing students to be creative and innovative in the students learning will make the atmosphere more fun and learns new knowledge. Judit Fehér, 2007 stated that creativity is important in language classrooms.

Problem of the Study

In line with the background of the study, the formulated research problem is

“How could students’ creativity and innovation in creating a business meeting project improves students’ self-confidence to speak up”?

Objective of the Study

In accordance with the problem of the study, this study will be directed to see the improvement of Students ‘self-confidence to speak up by stimulating students’ creativity and innovation in creating a Business Meeting Project.

Scope and Limitation of the Study

This study implemented to the students who were at the fourth semester of the Accountancy Department-State polytechnic of Malang.

The Action Research conducted to see the improvement of stimulating students’ creativity that could influence on Students ‘self-confidence to speak up. The implementation of the strategy took for about 12 meetings.

The materials used were taken from the internet, books that were used as sources of reading materials, summarizing/synthesizing the materials as a practice of reading skill and writing skill and then it should be performed by using power point that was used as a media to practice the speaking and listening skills.

Assumptions

This study was conducted under the following assumptions. First, it was assumed that the strategy was a crucial tool as the process to gain input of the English learning. So it was necessary to make students having motivation to learn English. The use of model for processing the learning in the EFL classroom provided students with opportunities to read authentic materials while developing skills; either skill on reading, speaking, writing, or listening. So this implementation is quite important to help students to prepare their future.

REVIEW OF RELATED LITERATURE

Chaz Pugliese, 2012 stated that Creativity is defined as a cluster of skills to fashion a product or idea that is original and is culturally valued. In other words, it is an idea or product to be considered "creative" it should be new and useful.

There is a growing belief that a fast-paced global economy requires workers to adapt, to get constant change rather than to follow a traditional career path.

It might happen later in the working field; students will face complex problems that need creative solutions in which every employee has to explore their own creativity.

Providing students to be creative and innovative in the students learning will make the atmosphere more fun and finds ways to learn new knowledge. Judit Fehér, 2007 stated that creativity is important in language classrooms because:

- Language use is a creative act:

A man could transform thoughts into a language that can be heard or seen. He/she would be capable of producing sentences and even long texts that have never been heard or seen before. By giving students creative exercises, it will make the students practice an important sub-skill of using a language: thinking creatively.

- Compensation strategies

(methods used for making up for lack of language in a communicative situation e.g. miming, drawing, paraphrasing used for getting meaning across) use creative and often imaginative ways of expression.

- Creativity improves self-esteem

As students can look at their own solutions to problems and their own products and see what they are able to achieve.

- Creative work in the language classroom can lead to genuine communication and co-operation.

Students use the language to do the creative task, so they use it as a tool, in its original function. This prepares Students for using the language instrumentally outside the classroom.

- Creative tasks enrich classroom work, and they make it more varied and more enjoyable by tapping into individual talents, ideas and thoughts - both the students' and the teacher's.

- Creative thinking is an important skill in real life.

It is part of the survival strategies and it is a force behind personal growth and the development of culture and society.

THE PURPOSE AND THE USE OF THE RESEARCH

The Purpose

In general the purpose of the study is to see the improvement of stimulating students' creativity that would influence on Students 'self-confidence to speak up by creating A Business Meeting Project.

The Use of the Research

This study is expected to give contributions as the following:

- a) The strategy will be used to see the improvement of stimulating students' creativity that would influence on Students 'self-confidence to speak up by creating A Business Meeting Project.
- b) Theoretically, the result of the study can enrich teachers' knowledge of teaching English.

The Important of Doing the Research

Teaching English needs to prepare learners to live and to work in the fast-moving world. It has to enable young people to become successful learners, confident individuals and responsible citizens.

Having the skills meaning they are having the building blocks of language learning process. The building blocks of language learning process are effective elements of teaching and learning process. It is the time to review our education goals and what happens in our classrooms. To do this the teacher needs a specialist pedagogical expertise which compensates for the reduced ineffectiveness of learning in foreign language by providing learning support. Support for language and a cognitive skill is at the heart of appropriate pedagogy as stated by Rixon (2000); he said it is agreed that method plays a considerable role in facilitating successful language learning. Teaching language is a comprehensive and complex process so in order to make this process effective and simple, skills integration is an advisable way of teaching language.

RESEARCH METHODOLOGY

The Subjects

Thirty two students of the second-year students of the fourth semester of the Accountancy Department-State Polytechnic of Malang 2015/2016 were the subjects of the study. The students have four hours (4 x 45 minutes) per week in the fourth semester. The project took 5 meetings.

The location

The location of doing the research was in the English Laboratory at Accounting Department-State Polytechnic of Malang

The Instruments

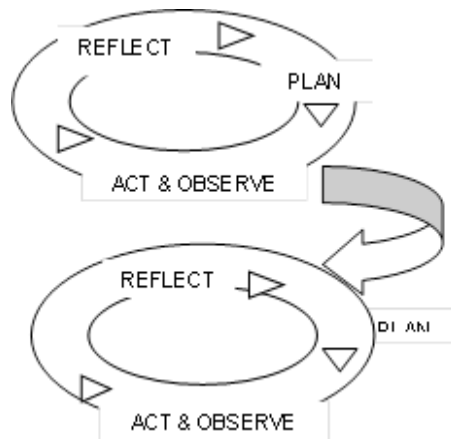
In order to be easier to monitor the implementation of the teaching and learning process in the classroom, some instruments prepared. The first instrument was pre-test. It was used to inspect, to observe, to record and to judge the ability of the students. The second instrument was project planning form or students' activities' sheets. It was used to record the students-activities during the process of doing the project. The third instrument was weekly goal sheet; it was used to record the data weekly for the teacher. It contains written descriptions of what the observer heard, saw, experienced and thought when collecting the data during the teaching and learning process in the classroom. These were intended to anticipate the possibility of losing the relevant data during the implementation of the action. The fourth instruments were observation check list 1 and check list 2, which were used to record the data for the students' improvement. The

last instrument was questionnaire, which was used to see the students' opinion about the strategy implemented.

Research Method

This study was an action research, which focuses on a certain class. As defined by Carr and Kemmis (in Mc.Niff, 1993:2) Action Research is a form of self-reflective inquiry undertaken by educational participants (teachers, students, or principals) in order to improve the rationality and justice of (a) their own educational practices, (b) their understanding of these practices, and (c) the situations in which these practices are carried out. The linking of the terms 'action and research' highlights the essential features of the approach: trying out ideas in practice as a means of improvement and as a means of increasing knowledge about the curriculum, teaching and learning.

Lewin (in Kemmis and Taggart 1992:8) described action research as proceeding in a spiral of steps, each of which is composed of planning, action and the evaluation of the result of the action. Kemmis and Taggart (1992:11) define planning as constructed action and by definition must be prospective to action-it must be forward looking. It must be recognized that all social action is to some degree unpredictable and therefore somewhat risky. The general plan must be flexible enough to adapt to unforeseen effects and previously unrecognized constraints. While action is deliberate and controlled-it is a careful and thoughtful variation of practice, and is critically informed. Furthermore, they mention that observation has the function of documenting the effects of critically informed action and reflection recalls action as it has been recorded in observation, but it is also active. The last step in a circle is reflection. Reflection seeks to make sense of processes, problems, issues and constraints made manifest in strategic action. Action research is a dynamic process in which these four moments are to be understood as moments in the action research spiral of planning, action, observing and reflecting.



IV.5 The Implementation of the Project work in A Business Meeting;

Stage 1: Introduction

- Dividing the class into groups
- Introducing the topic and the sub topics to the students
- Introducing the steps to be done
- Giving the illustration of the power points made for the presentation
- Discussing the project among the member in the group

Stage 2: The project activities

- The students distribute the responsibility of the assignment for each member in the group
- The students start doing their assignment
- Time consultation for the first preparation of the project-draft

Stage 3: The project activities

- Creating the dialogue for the business meeting
- Setting the room for the presentation (change the classroom into a company's atmosphere)
- Giving consultation time

Stage 4: Students Presentation and Evaluation

Evaluation refers to the assessment of the activities from participants and discuss about whether the initial aims and goals have been achieved, implementation of the process, and final products (Brinia, 2006:82).

Evaluation also entails assessment of the experience at individual and group level, identification of errors and problems, but also appraisal of the rich cognitive and experiential material gathered. Evaluation includes evaluation from others, as well as self-evaluation.

Each group had a goal and motivation to work toward the goal, and the teacher checked the progress of groups at regular intervals, providing progress and corrective feedback.

FINDING AND DISCUSSION

The students' creativity could be analyzed from the students' process of doing the project in the classroom, continued by doing consultations with the teacher-researcher, and ended by doing the presentation (the presentation' conducted was a business meeting in a natural atmosphere performed as Pseudo Company).

To be precise, the first observation was on giving the pre-test to see the students' comprehension on a certain text and their ability in speaking. The teacher-researcher prepared some texts to be used as a media to measure the students' ability. The pre-test was in the form of an oral test. Every student should meet the teacher researcher in 10 minutes to retell the story of the text prepared that had been comprehended before and to answer the teacher researcher' questions about the retold story to see the students' comprehension. The two skills were tested at the same time: skill in comprehending the text and skill in speaking ability.

A media used to observe the students' creativity in learning Business English was done by doing two projects of conducting a business meeting. The teacher-researcher pushed a lot on the students' motivation and how made them to be creative and it was success. One of the successes was measured from the atmosphere faced and the students' creativities on their product. The atmosphere was warmer, and tolerance was increased because some students were good in operating the computer but some were not.

The students' creativities could be read clearly a) from the content created in the power point, b) from the process of conducting the dialogue, c) from the whole performance of the presentation d) from the atmosphere created – natural atmosphere of the presentaion, e) from setting the room to be created – f) including the uniform worn by the students.

Creativities also learnt from the teacher-researcher and browsed from the internet that opened the views of the students' mind. Creativity is needed to survive our life either in the working field later or outside of it.

Most cognitive, creativity, innovation and language skills aims of project work were achieved by the majority of students.

More specifically, in relation to language skills, most learners' willingness to participate in learning activities increased. They were eager to experiment with new language.

At the end of the project term, most students showed an improvement in all four language skills. Their speaking skill, in particular, had the greatest improvement. Most students seemed to have developed intrinsic motivation, participating in learning activities for "the spontaneous feelings of interest and enjoyment" (Deci and Moller, 2005:582).

Most students' communicative competence developed, mainly discourse competence, that is, the ability to connect sentences to form a meaningful.

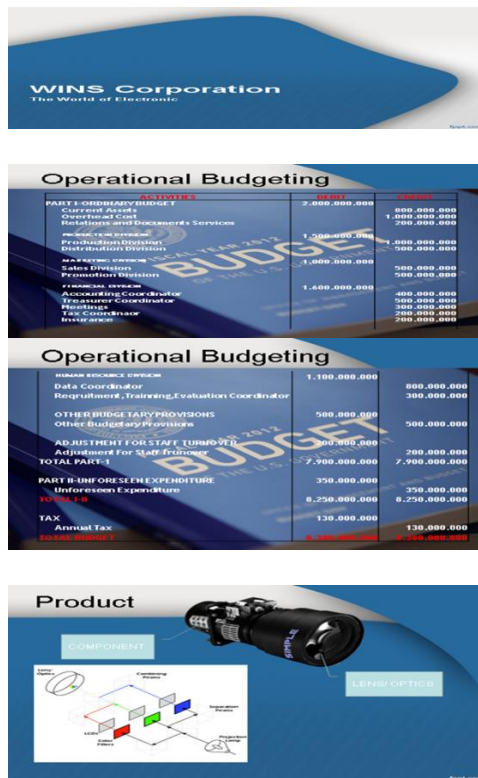
Their social skills and collaborative skills improved dramatically, which is consistent with findings in other studies (Coleman, 1992). After the project work students knew that being a team member entailed certain obligations, most of them developed skills for solving in-group conflicts, and learned to be responsible in relation to the roles assigned to them.

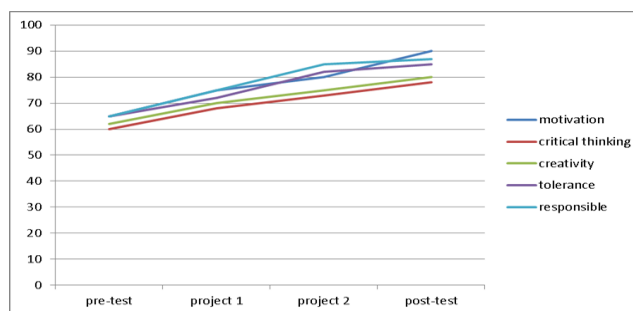
Difficulties encountered

The most serious problem related to the fact that students were not familiar with group work. At the beginning, although clear roles for group members were assigned, some students dominated the work, while others did little work.

Finally, some students had difficulty accepting the new role of the teacher as a facilitator and coordinator, and not as a source of knowledge and provider of solutions.

The students 'work on ppt





CONCLUSION

The researcher who implemented the project stated that the students experience gained was extremely important. Despite problems of school infrastructure and resources available, and lack of experience in project work, the students' initial fears and insecurity were finally overcome. The students evaluated positively.

Creative teaching helps learners develop their capacities for original ideas and for creative thinking. It also improves the quality of the experiences learners receive and can help learners develop increased levels of motivation and even self-esteem.

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POLITENESS STRATEGIES OF REBUTTALS IN HIGH SCHOOL ENGLISH DEBATES

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Abstract: This research aims at describing politeness strategies, proposed by Brown and Levinson (1987), in the rebuttals of High School English debates. The method applied in this research was descriptive method. The participants of this research were 6 students of English Debating Club in one of Senior High Schools in Solo who were chosen purposively. They were divided into two teams, affirmative and negative. Each speaker spoke for 5 minutes and the reply speaker of each team was given 3 minutes to sum up the debate. The writer recorded the video and transcribed the speech of each student. The researcher also conducted some specific steps. First, he transcribed the speech in the video. Second, he chose the data for the analysis. Third, he analyzed the data descriptively using the politeness theory of Brown and Levinson. The results of the re-search show that the speakers preferred to use negative politeness strategies rather than the others.

INTRODUCTION

A debate is a structured argument. Two sides speak alternately for and against a particular contention usually based on a topical issue. According to Quinn (2005), a debate is a discussion which involves two opposing points, pro side and con side. Pro side is the party that supports the motion. They argue in support of the resolution. They argue in for the proposed idea. The con side is the one who rejects the motion. They argue against the resolution. They usually argue for anything but the proposed idea. The purpose of a debate is to convince the audience to agree with the argument delivered by the speaker.

Debates have been long used as a method in teaching speaking by English teachers in Indonesia. Especially in high school context, there is material about argumentative text. The students are expected to be able to express their opinion on certain issues. Not only do the students agree or disagree about a certain topic, but they also need to prove whether their arguments are logical and acceptable.

There are three main components in debates, matter, manner, and method, according to D' Cruz (2003). Matter is the content of the speech. It includes arguments, evidence presented to support those arguments,

examples, and analysis. Matter includes substantive matter, rebuttal, and point of information. Method is the structure and the organization of the speech. Some elements of method are the fulfillment of speaker roles, the management of speaking times, the allocation of arguments between speakers and the cohesion of the team. The last component of the debate is manner or the presentation style of the speech. Manner includes the aspects of speaker's presentation which contribute the way of delivering the speech in a polite way.

Politeness is a common social phenomenon and a moral code in human communication and social activities (Peng in Cui-yun, 2014). According to Joan in Nurhadi (2014), politeness refers to the choices the speakers make in using the language, the linguistic expressions that give people space and show a friendly attitude to them. As a social creature, we should know our method of speaking; that is, how we choose a word in order to create good communication with others. Logically, we will get good communication if we act and speak politely, because it shows respect and interest between the speaker and the listener. Brown and Levinson (1987) say politeness is the expression of the speaker's intention to mitigate face threats carried by certain face-threatening act (FTA) toward another. Politeness consists of attempting to save face for another. Lackoff in Fauziati (2016) states that politeness theory suggests that people follow a certain set of rules in interacting with others in order to prevent the interaction breakdown. It is seen as a part of pragmatic rules which is similar to that of the syntactic rules. In line with Lackoff, Leech's theory of politeness in Fauziati (2016) views politeness theory as an attempt to set up a model of general pragmatics, the use of language in communication.

There are four realizations of politeness strategies according to Brown and Levinson (1987). They are bald-on record, off record, positive politeness, and negative politeness. In bald-on record strategy, we directly say thing as it is. We express what we want directly. It is usually in emergency situation. In contrary to bald-on record, we express what we want indirectly using off-record strategy. We say no word but the vague intention that our problem will be understood by giving hints. Positive politeness is characterized by the expression of approval and appreciation of the addressee's personality by making him/her feel part of an in-group. On the other hand, negative politeness concentrates on the aspects of the addressee's face wants, which are concerned with the desire not be imposed upon and is characterized by self-effacement and formality.

A rebuttal is defined as an argument or proof that rebuts the opponent's argument (www.merriam-webster.com). It is a reason that you submit to convince another that his or her points are correct (Mohammadin et al, 2014). However, the term "rebuttal" is used for a very special type of argument that seeks to negate another argument which has already been submitted by the opponent. The idea of a rebuttal is to point out a specific argument brought by the other team and prove that it is incorrect. With that explanation, it is clear that a rebuttal is a negative form of the argument it intends to prove incorrect. If the argument says "A", a rebuttal will therefore

say “not A”. This section will also explain how to construct rebuttals, the “other side of the coin” of arguments. Different types of arguments will require different types of rebuttals as well.

Speakers should maintain their manner in giving rebuttals although they strongly disagree with the arguments of their opponents. That is why; the politeness strategies need to be considered in debates. From those reasons, the researcher is curious to find out the politeness strategies applied by high school debaters in giving rebuttals in debates especially in Asian-Parliamentary debate.

RESEARCH METHOD

In conducting this research, the writer used the qualitative approach which means that the data were analyzed qualitatively. Berg (1989) states that “quality refers to the what, how, when, and where of a thing-its essence and ambience. Qualitative research thus refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and description of things.” The method used in this research was descriptive method. The researcher collected the data by using video recording.

The population of this research was the members of English Debating Club at one of Senior High Schools in Solo. The researcher selected 6 students as the sample purposively. They were divided into two teams, affirmative (A) and negative (N) who will debate about a motion, this house would ban school uniform. Each speaker spoke for 5 minutes and the reply speaker of each team was given 3 minutes to sum up the debate. The writer recorded the video and transcribed the speech of each student.

The researcher also conducted some specific steps. First, he transcribed the speech in the video. Second, he chose the data for the analysis. Third, he analyzed the data descriptively. In analyzing the data, he tried finding politeness strategies employed by the students using the politeness theory of Brown and Levinson (1987).

FINDINGS AND DISCUSSION

The researcher watched in the debates. It was found that the students applied some politeness strategies proposed by Brown and Levinson. Below are the findings and the discussion:

Positive politeness strategies

It was found that two speakers rebutted the arguments from the opponent by offering a new solution in line with one of the positive politeness strategies, offer of repair/new solution. Below is the transcript:

A2: “**Why don’t we use general shirts?** It’s simple because some students feel objected to wear uniforms. General shirts give us spirit to go to school. ...”

A3: “The first speaker from the negative side say that the we use uniform to know where is our school, but it can be changed by other things. **Maybe we can use identity card** because the students feel bored wearing uniform. ...”

In providing the new solutions toward the issue in the debate, as well as the rebuttals, the speakers used some utterances such as *Why don't we use general shirts?* and *Maybe we can use identity card.*

Negative politeness strategies

Five speakers rebut the arguments from the opponent directly as one of the negative politeness strategies/, that is explicit and direct expression of refusal. Below is the transcript:

N1: "**I disagree** If you say that uniform is not important, I have the reason why uniform is important for us. ... "

N2: "You say that uniform just waste our money, **but** we spend money for good things rather than buy un-important things. ... "

N3: "I am as the 3rd speaker from negative team, **we disagree** with your statement because uniform is students' identity...."

A2: "So, **I don't agree** with the regulation to wear uniforms in schools because the general shirt is more simple for students. ...

A3: "The second speaker from the negative side, uniform is important although spend our money, in the fact after national exam, pass exam, they just write on their uniform."

From the rebuttals above, there are some utterances, like I disagree, but, we disagree, and I don't agree, which show the direct rebuttals of the debaters toward the opponent.

Off-record strategies

Sometimes body language can be employed as a strategy to show refusal or disagreement in debates. Besides uttering the rebuttals, the speakers also use body language to show disagreement such as gestures and eye contact. To show the politeness toward the opponents, the debaters tend to direct their eye contact to the judges and the audience while gesturing their hands to the opponent. It shows that they try to rebut the opponent's argument without intimidating their opponents by focusing their eyes to the audience.

CONCLUSIONS AND SUGGESTIONS

Going with Brown and Levinson's (1987) politeness theory, and on the basis of the results of this re-search, it was found that the speakers preferred to use negative politeness strategies rather than the other strategies. As in common knowledge, negative politeness concentrates on the aspects of the addressee's face wants, which are concerned with the desire not to be imposed upon and is characterized by self-effacement and formality. Especially in de-bates, the speakers tend to use negative politeness strategies because they want to express their rebuttals directly. The speakers express their rebuttals explicitly in order to reject the argument of the opponent.

This research is done within the scope of rebuttals in debates. The researcher uses the theory of Brown and Levinson's politeness strategy as the ba-sis of the analysis of the data. For a suggestion, the next researcher

who is interested in conducting a re-search about politeness strategy in debates to extend his/her study not only in the rebuttals but also in the other parts of the debates such as point of information, expressing ideas, etc.

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SNAKE – ING LINE TECHNIQUE IN PRACTICING DIALOGS TO BOOST STUDENTS’ SELF – CONFIDENCE

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Abstract: Dialogs are related to speaking skill. Creating them interesting is challenging. Not only just reading, the students also need to digest the expressions, so they will run naturally. Teachers need some efforts to do so. To increase their individual confidence, group work and memorizing will be the foundation before it comes to individual action. This research was done by the writer to find out that dialog could be done in different ways, not only fun but also increasing students ‘self - confidence in producing the expressions. This also changed the perception that memorizing is only an old – fashioned style of teaching since this old technique was used to start the Snake- ing line technique. This technique focused on the speaking skill. The writer used descriptive qualitative research. The data of the study were from the class actions in the classroom including exercises and final test of the students. The participants were from the students of first semester in STBA Pontianak. The research instruments were taken from the communicative speaking test (final test/post test) and questionnaire from students which were given at the end of the semester related to the lecturer’s teaching process. The result of the research was amazing when the technique was applied, they were enthusiast and their self- confidence also got highly increased than before.

Keywords: speaking skill, dialog, self – confidence

INTRODUCTION

Language is the tool for people to get the point of communication, to deliver the message to others and even to be understood and existed in society. And speaking is the genuine skill that exists in language. As we know that speaking is one of the four aspects in English learning. since speaking will be the indicator of having good communication just like Bailey and Savage said , “ speaking in a second or foreign language has often been viewed as the most demanding of the four skills” (1994). Speaking is the core of communication and communication is the tool to

deliver the message to get the meant interaction to other people, just like in Oxford (2003) stated that A second language is a language studied in a setting where that language is the main vehicle of everyday communication and where abundant input exists in that language. Speaking skill is very important in the context of English learning according to Rashtchi and Khoshnevisan (2008) Speaking a second language has an invaluable position in language teaching and learning and might be the first goal of many language learners. It is because through verbal language, speaking, one enables to express his/her ideas and thoughts and being able to speak is one of the indicators of mastering the language (Fauzan : 2014). Having meaningful interaction with others will create good impact and people also have the point in the communication But, to create this kind of situation , people who have lack of vocabulary will get confused and afraid of starting and creating communicative communication. According to Harmer (2001), in Irawati (2016), emphasizes that to speak well , speaker should have not only good comprehension on knowledge of language features but also, the ability to process information and language in context.

Speaking skill and Self - Confidence

Most people especially for EFL students, think that speaking skill is the most struggling skill and they should have courage to apply it in environment, and as we know that it is the basic and the main skill in learning Foreign language, Using foreign language for communication especially outside the classroom is difficult for EFL students (Rokni & Seifi : 2014). Learning the language has the same meaning with knowing it as stated in Lazaraton (2001) in Celce Murcia “For most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. According to Goh & Burns (2012) some people may say that a good speaker is someone who is able to influence others with his or her words. While ‘ good’ speaking may seem such a self- evident phenomenon, the construct of speaking is anything but simple. From this point, we can conclude that speaking is the influential skill that can affect not only someone ability in language but also people trust that can build the self- confidence of others. Self- confidence is the foundation in speaking, because speaking needs some efforts , he/ she should believe that he/she can build the communication by starting speaking. According to Melendez, Zavala , Mendez (2014), basic students with very low level of English and lack of Confidence tend to show characteristics such as : shaking while speaking , sweating , keeping silent for long period of time, sitting when they cannot continue and even crying because it is hard for them to say a word, those are some awkward momenta that can be faced by the students especially EFL students and Self- confidence is one of the most influential variables which affects learning. it is one of the central drives in human beings and can exercise in determining

influence on a person's life, for good or bad (Al- Hebaish : 2012). And according to Reddy (2014), Self confidence is being certain and trusting about yourself in regard to addressing certain tasks or all tasks. And in Oradee (2012), Normally, learners in an EFL context do not use the language in authentic situations. They possess inability in communicating appropriately and correctly. This leads to learners' lack of self-confidence and avoidance when communicating with native English speakers.

Goh and Burns (2012) have grouped speaking skills into four sets and clusters of skill, first Pronunciation skills that are articulatory and phonological in nature enable speakers to produce sounds at the segmental and suprasegmental. Second , Speech function skill. Speakers need to produce utterances that can convey desired communicative functions through a combination of appropriate vocabulary and grammar. Third, Interaction Management Skills such as : initiating an interaction or conversation, taking turns, giving turns , asking for clarification, changing topics and closing an interaction. Fourth, Discourse organization skills. Learners need skills to construct the spoken texts (a presentation, explaining or describing procedures and narrating an event or a story) in ways that are consistent with the social cultural conventions for the perspectives genres in the language being learnt.

Dialog

Dialog is part of conversation that involve two or more people in it and it can create a story and express feeling, according to Yankelovich in Sleaf & Sener (2013) Dialogue is a way of being and a way of building relationship. Having a dialog means that people have an interaction, sharing some points to others that can create ideas.

METHOD

Research Design

The writer used descriptive qualitative methodology in conducting this research. According to Creswell (2012), Good qualitative reports, however need to be realistic and persuasive to convince the reader that the study is an accurate and credible account. And to analyze the questionnaires, the writer used Frequency Distribution will provide the range of scores to detect responses outside of acceptable ranges (Creswell : 2012).

Data Collection and Participant

The writer used two instruments to collect the data. Teacher made – test (Final test) and questionnaires. The final test was given at the end of the semester. It was divided into three part. The first part was, matching point, second part was filling the blanks and the last part was creating dialog. The

highest point would be the last part, creating dialog. The dialog was related to the sample dialog that has been given before. And the questionnaires consisted 20 numbers of indicators that indicated some points related to teaching and learning process. The students had to complete the questionnaires by choosing the best answer that indicated the lecturers' teaching process for the whole semester. There were 5 options for the alternative answer (Likert Scale).

Table 2.1: The indicator measurement for the questionnaires

5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

The participants were the students in STBA Pontianak, third semester. There were 33 students.

DISCUSSION

The writer used the technique in third semester. But, actually the writer had been handling this class since second semester. The students were having Basic English subject class. The subject focuses on the speaking skill and it discusses the daily expressions.to deliver and explain the material, the writer usually asks them to read, practice and perform the dialog in front of the class. The purpose of doing this is to measure their competencies in speaking skill. But, in one condition the writer started to create something new to deliver the material so the students can digest the materials well, they can apply them in daily activities and the technique can increase their self- confidence. Old – fashioned style was used in delivering this technique. To start the technique, the writer combined the old - fashioned method which was memorizing. But before doing that, we can start with explaining and giving example of using the expressions. Then, i asked the students to make two groups consist of 4 students. Since there are many students in the classroom, we choose the students who are going to act the dialog in front of the classroom then, i asked them to memorize the dialog. We give them time to do so. At first, I didn't explain what they would have after memorizing the dialog. I just asked them to understand the expressions, the content, and the situation of the dialog. When they got those point, the technique would run smoothly. The students were enthusiast when doing this technique. All of them wanted to be part of the Snaking-Line Technique. Before having this technique, the writer delivered the

lesson by doing some exercises, explaining the meaning, use, and function of some expressions.

Procedure

This technique provides some factors for the lecturer and mostly for the students. They can collaborate with their friends in performing the dialog such as : deciding who will be the first person who delivered the first cue in the dialog , helping their friends in delivering the cues, because in some conditions , students had difficulties in doing this technique since it needed a lot of concentration and a bit under pressure. Concentration and under pressure will be part of this technique, why? there is a bounce back system in it. There are two groups, Group A and B. each group consist of 3 to 8 students, it depends on the number of the cues in the dialog. They have to stand face to face, apposite between group A and B just like a snake. It will start with the first cue and the first student in group A said the dialog and continue with student of group B, when the students had acted their turn, they can turn themselves at the last line at the back and then start with the second student in group A and then student in group B. and it was ended with the last students of Group A and B who acted until the last cues. It continued like this. The writer didn't stop the action of this technique, since that the students enjoyed it while performing it in front of the classroom. Enjoying the new technique, they didn't realize that they were under pressure, they had to memorize the dialog and gave correct expressions so it can be alive and interesting, and surprisingly when they had to repeat doing this and they came into perfection. The feeling of fear was gone, because they felt confident and enjoyed doing this technique. It was because they collaborated and helped their friends in the group to be perfect. It was also a competition for them, when they compete, they forced themselves to produce good action. And it was a great success.

Result (Questionnaires & Post - test)

To collect the result, the writer used Post – test and questionnaires. As the first indication before having this technique, there were some aspects that were considered. From the boredom, lack of knowledge and lack of confidence is the big factor. Based on the result of the questionnaires, there were some points of the questions that were increasing, especially related to the teaching method. There are 20 points in the questionnaires and it included the material that has given by the lecturer, the teaching aid, lecturers' attitude and also the teaching method. To support the research data collection, I took two points in the questionnaires related to teaching method (number 11 and 13). The questionnaires were distributed at the last

semester. The students needed to complete the questionnaires by choosing the best indicator (Likert Scale).

Table: 3.1 The points for indicating the teaching method

No.	Indicators	Alternative Answer				
		1	2	3	4	5
11.	The lecturer uses interesting and varied teaching method and provides the class with good interaction					
13.	Does the Lecturer teaching method increase the students' interest in the classroom?					

Table : 3.2 Interesting and Varied Teaching Method

Alternative Answer	Participants	Result (%)
Strongly Agree	16 Students	49%
Agree	13 students	39%
Neutral	4 students	12%
Disagree	-	-
Strongly Disagree	-	-

Table : 3.3 Teaching method increases the students' interest in the classroom

Alternative Answer	Participants	Result (%)
Strongly Agree	16 Students	49%
Agree	11 students	33%
Neutral	6 students	18%
Disagree	-	-
Strongly Disagree	-	-

From the tables above (table 3.2 and 3.3) , they showed that the number of the students who were satisfied with the teaching and learning by using Snake-ing Line technique are high even though the result for each table was not more than 50 %.

On the other hand, for the Post – test , the number of the students who got A were 15 students, and the range of the score was 85- 100. And for B , there were 12 students with the range 70 -84, for C there were 6 students , the range was 60 – 69. It was very significant that the technique can increase their speaking competency and when the competency increase ,

they will come with self- confidence which can boost their ability in learning English and it highly increase.

CONCLUSION

Having an appropriate technique in teaching and learning English Language for EFL students will be the best bridge to guide them to the goal of the subject. Because it is related to their capability and self- confidence. Increasing self – confidence can be one of the solution, it causes many aspects which can affect speaking skill. When they have enough of it, it seems that delivering the language knowledge would be easy and the students would digest and use the language .Snake-ing Line technique can be one of the solution. The students enjoyed the learning process, even though the teacher had to combine the technique with old- fashioned that can lead to the new technique. It can be seen from the number of the students' satisfaction table from the questionnaires indicator. But, English Teacher / Lecturers should concern with some techniques that would be effective for students' needs.

BIODATA

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QUIZ-DEMONSTRATION-PRACTICE- REVISION (QDPR) TO IMPROVE EFL LEARNERS' PRONUNCIATION OF ENGLISH LABIODENTAL FRICATIVES

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Abstract: This reports a study aiming to investigate the effectiveness of Quiz-Demonstration-Practice-Revision (QDPR) in improving EFL learners' pronunciation of English labiodental fricatives: /f/ and /v/. To achieve the goal, the present researchers conducted a one-group pretest-posttest design. The experimental group was selected using a cluster random sampling. As the treatment, the group was taught using QDPR the second step of which the students were explained how to produce the target phonemes in their first language. The participants were given an oral test and a written test related to the target phonemes and a questionnaire on QDPR. The collected data were submitted to paired-sample t-tests and simple regression tests. The results of data analysis have revealed that (1) QDPR was significantly effective in improving learners' pronunciation, and (2) QDPR significantly helped the students to improve their pronunciation. Thus, QDPR can be an alternative model to English pronunciation instruction in EFL classrooms.

INTRODUCTION

Pronunciation teaching

The nature of language as a system implies that a language is composed of two systems: a system of sounds and a system of meaning. The relationship between those two systems is very important because in human verbal communication meaning or message is conveyed or received primarily through sounds or vocal symbols. These vocal symbols are expressed in the form of words (vocabulary) and arranged in certain grammatical structures (grammar). In terms of oral language, there must be message (meaning), grammar, vocabulary and pronunciation. Additionally,

another feature of human communication is that language is a cultural transmission. It denotes that a communication system must be discovered through communicative interaction with other users of the language. This suggests that not only features of a language can be totally acquired, but also some parts of the language should be learnt. Thus, *language learning is also needed*.

The consequence of both features of human language above is that in any language programs, including English language education, pronunciation as a part of system of sounds should be propositionally treated as two other dominant components of language, grammar and vocabulary. However, the current situation shows that most people who are involved directly or indirectly in English language teaching and learning programs only concentrate on their attention to the last two components. This situation actually contrasts with the nature of language itself which requires a balanced deal of language system and meaning (Tudor, 2001). We shall, therefore, include pronunciation as a part of our language teaching programs because paying no or less attention to pronunciation teaching does eventually affect students' language mastery and the process of the whole communication, particularly when they utilize the target language in real situations later. At the beginning level, the insufficient capability of pronunciation, of course, does not always have a significant impact on the process of communication but at higher levels it does.

The reappraisal of pronunciation teaching in EFL contexts is also in line with the globalization which increase the role and status of English. Nowadays, English really becomes a global language. English is now one of the main languages for oral communication (Crystal, 1997; Jenkins, 2000; McKay, 2002). A pedagogical implication of the status of English as a global language, we need to reappraise pronunciation as a part of English teaching in EFL classrooms (Jenkins, 2000; McKay, 2002, Moedjito, 2006). In the process of re-examination of pronunciation teaching, as Cruttenden (2001) reminds us, we need to answer the following three questions: (1) What form of pronunciation is to be taken as a model?, (2) What level of performance is to be aimed at?, and (3) What general principles should underlie the teaching of pronunciation?

The first question is the most crucial because we start teaching pronunciation from this point. In an earlier day, the answer may be simply the undifferentiated British English or American English. To be extended, beside the British Received Pronunciation and General American, it may be other possibilities such as those native varieties spoken in Australia, Canada, New Zealand, and South Africa. But now, as an impact of globalization, it is more difficult to provide an appropriate answer because there are also foreign language varieties such as Japanese English (Japlish), Singaporean English (Singlish), and many others. The appropriate candidate to answer the question may be English spoken by many people in the globe, either as a working language or as a daily life language. However, which model of pronunciation is still unclear. For this reason, it is necessary to address which type of English is appropriate as a model of pronunciation

teaching in EFL classrooms. According to von Schon (1987), there are four criteria for choosing a model for pronunciation teaching: (1) a model of English which is most admired in our own region, (2) a model of English which is most useful for our students, (3) a model of English which is the most consonant with the attitude of our school administration, and (4) the availability of teaching materials such as textbooks, tapes, and others. As a concluding remark, von Schon strongly recommended that some standard from near top of the cline should be considered; for example, Japanese English in Japan or Indonesian English in Indonesia. However, it is also difficult to find the standard for these model. Alternatively, Cruttenden (2001) proposes the following step: at the beginners we've better to introduce a British spoken form; when this production habit is firmly established, then we exposed our students to General American English or other varieties of English.

In terms of the second question, traditionally the goal of pronunciation teaching has been to enable EFL learners to attain native-like pronunciation of English. However, as more and more people have come to use English as a means of wider communication across cultures, the focus of pronunciation teaching has shifted from how learners can attain native-like pronunciation to how learners can transact information effectively in oral communication. As a result, intelligibility rather than native-like pronunciation has become a legitimate goal of pronunciation teaching (Abercrombie, 1963; Celce-Murcia, Brinton, & Goodwin, 1996; Jenkins, 2000). This leads us to another crucial question in pronunciation teaching: What aspects of pronunciation constitute intelligibility? It is not so simple a question to answer since intelligibility is generally divided into three types: comfortable intelligibility (i.e., intelligibility non-native speakers should aim at when they try to talk to native speakers), mutual intelligibility (i.e., intelligibility non-native speakers should aim at when they try to talk to non-native speakers), and global intelligibility (i.e., intelligibility non-native speakers should aim at when they try to talk not only to native speakers but also to non-native speakers). Comfortable intelligibility is usually achieved by a successful manipulation of rhythm, intonation, and word and sentence stresses (Celce-Murcia et al., 1996; Cruttenden, 2001) while mutual intelligibility is usually achieved by a successful manipulation of segmental features (consonants and vowels) and sentences stress (Jenkins, 2000). Global intelligibility (Moedjito & Ito, 2008) is usually achieved by a successful manipulation of segmental accuracy, word stress, nuclear stress, and adjustments in connected speech.

The third question deal with the priority and techniques for teaching pronunciation. In terms of priority of pronunciation instruction, a survey conducted by Moedjito (2008) indicated that both Indonesian secondary school teachers and students perceived that both consonants and vowels were still the most preferable components to teach/learn rather than the others whereas phonetic transcription and rhythm should not be the main priority. Surprisingly, this finding was not in accordance with the current trend of pronunciation teaching which strongly recommends suprasegmental

features. Florez (1998) urges that suprasegmental features are assumed to be more prominent in pronunciation instruction. Wong (1993) also claims that the most relevant components of pronunciation which play a greater role in English communication are stress, rhythm, and intonation. However, Bowen, Madsen, and Hilferty(1985) suggest a sequence built on fluency, stress, rhythm and intonation, and vowels and consonants. Thus, although the current trend of pronunciation teaching is on suprasegmental features, the survey showed that segmental features should be regarded as more important for Indonesian EFL learners. As the techniques for teaching pronunciation is concerned, the latest study (Moedjito, 2016) has unveiled that EFL teachers should utilize a variety of techniques for teaching pronunciation as proposed by some applied linguists such as Celce-Murcia et al. (1996), Dalton and Seidlhofer (1994), Jennner (1989), Kelly (2000), Tudor (2001). For instance, Tudor (2001) claims that clear explanation of pronunciation and intonation can call the use of (IPA-based) phonetic transcription which can increase the total learning load of students. However, there is one important technique found in the study, namely teacher explanation in students' L1. This point becomes a main difference from other applied linguists. Teacher explanation in students' own language make them easier to understand the procedural knowledge of language, particularly the system of English phonology

Quiz-Demonstration-Practice-Revision (QDPR)

Based on the above discussion, it is necessary for us to find a learning model of pronunciation teaching that is suitable to our goal, that is, global intelligibility (Moedjito & Ito, 2008). Regarding the priority and techniques for teaching pronunciation in EFL classrooms (Celce-Murcia et al., 1996; Dalton & Seidlhofer, 1994; Moedjito, 2016), the present researcher proposed a learning model inpronunciation teaching named *Quiz-Demonstration-Practice-Revision* (QDPR). Basically, the overall step of QDPR is similar to the step of common language learning, especially related to pre-activity, whilst-activity, and post-activity. However, compared with other models of pronunciation teaching, QDPR has distinctive steps, particularly in whilst-activity. There are four prominent steps of QDPR briefly described as follows:

Quiz. QDPR learning model of pronunciation began with *Quiz*. In this step, the teacher started with asking the students to pronounce the target sounds on the shown flashcards. He/she asked the students individually, in group, or classically. While asking the students to produce the target sounds, he/she paid attention to the target sounds produced by the students. In this way, he/she would decide whether the students produced the target sounds accurately or not. Thus, he/she could decide if all the students or some of them had difficulties in producing the target sounds. Whenever he/she found that the students, even only one student, had problems with pronunciation, he/she could proceed to the next step.

Demonstration. Having identified the students' difficulties in pronouncing the target sounds, the teacher continued the learning process to

the second step, namely *Demonstration*. First, he/she explained how to produce the target sounds in students' first language (L1), in this case *Bahasa Indonesia*. The medium of teachers' explanation in *Bahasa Indonesia* was the most prominent characteristic of QDPR learning model. The objective of using students' L1 is to make easier the students' to understand how to produce the target sounds. Secondly, as the name of this step, he/she demonstrated how to produce the target sounds. These two steps had to be done simultaneously so that not only did the students understand to produce the target sounds, but also they are able to produce them. By doing so, in the second step, the students were introduced to some knowledge of English pronunciation and encouraged to produce accurately the target sounds. This step ended with his/her confirmation on students' understanding of how to produce the target sounds. Whenever there was a positive confirmation from the students, the next step, namely *Practice*, could be done.

Practice. By dividing the students into several small groups, the step of *Practice* began with providing an opportunity for the students to analysis and to identify the target sounds with their spelling. This step should be done because English is one of deep languages, meaning that the spellings do not correlate to their sounds: difference spellings make the same sounds, the same spelling make different sounds. That is why it is crucial to do spellings-sounds analysis and identification. Following this step, the students were given a chance to do oral practices. The oral practice may be done individually, in group, or classically. The aim of this step is to provide the students with ample time to recognize and to produce the target sounds. While the students were practicing orally the target sounds, the teacher was identifying students' potential problems. Whenever he/she found the problems, both students and the teacher were at the step *Revision*.

Revision. As explained above, the step of *Revision* occurred because of the identified problems faced by the students the step of *Practice*. This step can be done individually, in group, or classically, depending on how many students had problems. One or two students would be treated individually, some students would be treated in group, and most of the students would be classically revised. However, in some cases, the teacher could not detect the students' problems in oral practices. If this situation happened, the teacher provided some time to the students to ask questions or to give comments. If so, he/she might ask other students to answer or give comments on their friends' questions/comments.

However, we do not have any information if QDPR is significantly effective as learning model in pronunciation teaching. We do not know if QDPR can improve EFL learners' knowledge of English pronunciation. Finally, we do not know of QDPR can improve EFL learners' oral performance. Thus we really need this information so that QDPR may become an alternative learning model in pronunciation teaching. To provide this missing information, the current researcher tried to examine the effectiveness of QDPR in improving university students' knowledge of English labiodental fricative consonants and their ability to produce these

phonemes. The present researcher intentionally chose the English labiodental fricative consonants because they do not exist in the mother tongue of the present participants so that both of the phonemes were categorized as serious and common mispronunciations (Moedjito, 2008). The current research was aimed at answering the following questions:

- (1) Is QDPR significantly effective in improving EFL learners' knowledge of the English labiodental fricative consonants and their ability to produce the English labiodental fricative consonants?
- (2) Does QDPR contribute significantly to EFL learners' knowledge of the English labiodental fricative consonants and their ability to pronounce the English labiodental fricative consonants?

RESEARCH METHOD

Participants

The participants of the present study were 31 Indonesian university students enrolling Department of English Language Education at a private university in the regency of *Lombok Timur*, the province of *Nusa Tenggara Barat*, Indonesia. The participants of the study were selected regarding the following inclusion criteria: (1) they had attended the course of English Pronunciation Practice offered by the Department of English Language Education, Hamzanwadi University, (2) they still had difficulties in English vowels and consonants, and (3) they participated voluntarily in the study which was designed for 11 sessions. Thus, if a participant was absent for one session or more, they would be excluded.

Data collection

To solve the proposed research questions, the data of the study was collected by three different instruments: a questionnaire on QDPR learning model, an oral reading test, and a paper-and-pencil pronunciation test. The questionnaire was distributed to the participants to provide information on their opinion on QDPR learning model. The oral reading test was administered to measure the participants' oral performance while the paper-and-pencil pronunciation test was conducted to assess their knowledge of English labiodental fricative consonants.

The questionnaire was developed on the basis of the proposed research questions and a number of considerations, such as the theories of language and language learning, numerous previous research findings, the results of observations, and the author's self-experience as a senior lecturer of English Language Education Department, Hamzanwadi University. The questionnaire was developed to discover the participants' perceptions of implementation of QDPR Learning Model, including the participants' difficulty in pronunciation, the participants' involvement in QDPR program, steps of QDPR Learning Model, teaching media, the allotted time for QDPR Learning Model, and the participants' general perceptions of QDPR Learning Model.

As far as oral reading test, the participants were asked to read aloud a 405-word passage. Their utterances were recorded and then presented to the assessors. For the statistical analysis, we focused on the first 20 speech sounds of the content words (tokens, not index) for each target consonant. The assessors gave a score for each utterance using 3-point Likert scale (i.e. 3 = accurate, 2 = not so accurate, and 1 = not accurate). The accuracy level was on the basis of the Third Edition Cambridge Advanced Learner's Dictionary.

Concerning the paper-and-pencil pronunciation test, the participants completed the word-level pronunciation knowledge test, consisting of 100 questions for sound discrimination. Each question had four options (words). The participants were asked to examine if the underlined parts had the same pronunciation or not. If they thought that the underlined parts had the same pronunciation, they were asked to write '1' (one) in the provided space; otherwise, they had to write '0' (zero). The 400 words in the test were basically selected from the word lists of Moedjito's book (in press) entitled English Pronunciation Practice. In order to elicit their real time judgment as much as possible, the participants were required to spend only 15 seconds for each question.

Data analysis

The data collected from the questionnaire and tests were quantitatively analyzed. In addition to descriptive statistics, the data were submitted to paired-sample *t*-test to examine whether QDPR is significantly effective in improving EFL learners' knowledge of English labiodental fricative consonants and their ability to produce them. Moreover, the Pearson's correlation coefficients were calculated for QDPR learning model to each dependent variables (i.e., EFL learners' knowledge of English pronunciation and their ability to pronounce English pronunciation of the target consonants). If the coefficient of each correlation had at least a modest correlation ($r \geq .40$), the data were then submitted to a simple regression analysis using IBM Statistics 22 for Windows.

FINDINGS AND DISCUSSION

Descriptive Statistics

Table 1 depicts the summary of the descriptive statistics of the investigated variables in the current study, mean scores (*M*) and standard deviations (*SD*). Moreover, it shows the correlation coefficient of the independent variable (QDPR Learning Model) to each dependent variables (EFL learners' knowledge of English labiodental fricative consonants and their ability to pronounce English labiodental fricative consonants).

Table 1. Descriptive statistics

Investigated variables	<i>M</i>		<i>SD</i>	
	Pretest	Posttest	Pretest	Posttest
QDPR		89.71		3.49
Knowledge	52.28	83.39	7.08	7.11
Oral Performance	56.23	83.26	5.40	6.52

As shown in Table 1, the mean scores of the investigated variables for the pre-tests are 52.28 for EFL learners' knowledge of English labiodental fricative consonants, and 56.23 for EFL learners' ability to pronounce English labiodental fricative consonants. Meanwhile, the mean scores of the investigated variables for the post-tests are 89.71 for QDPR learning model, 83.39 for EFL learners' knowledge of English labiodental fricative consonants, and 83.26 for EFL learners' ability to pronounce English labiodental fricative consonants. After performing a series of paired-sample *t*-tests for the data of pretest and posttest, the results have shown that there was a significant difference in the mean scores between the pre-test and the post for both of EFL learners' knowledge of English labiodental fricative consonants and EFL learners' ability to produce these phonemes, $t_{(df=30)} = 30.47$ at $p < .01$ and $t_{(df=30)} = 37.93$ at $p < .01$ respectively. This implies that QDPR is significantly effective in improving EFL learners' knowledge of English labiodental fricative consonants and EFL learners' ability to produce these phonemes.

Correlations coefficients and contributions of QDPR to the dependent variables.

Regarding the association between the independent variable and the dependent variables, the results of the study have disclosed that the correlation coefficient between QDRP learning model and EFL learners' knowledge of English labiodental fricative consonants was .63 at $p < .01$ while the correlation between QDPR learning model and EFL learners' ability to pronounce English labiodental fricative consonants was .57 at $p < .01$, as shown in Table 2. This implies that QDPR was highly correlated to EFL learners' knowledge of English labiodental fricative consonants and their ability to pronounce the investigated English labiodental fricative consonants respectively.

Although these correlation coefficients show the relationship between QDPR Learning Model to each dependent variables, they cannot tell us much about the predictive power of the independent variable, namely QDPR to the dependent variables. In order to show the causal-effect relationship between QDPR learning model and their dependent variables, simple regression tests were subsequently performed to each set of data because the results of Pearson's correlation have disclosed that both correlation coefficients were significantly at moderate level as they were more than .40. So, we could perform simple regression tests to examine the contribution of

QDPR learning model to the investigated dependent variables. The results of the simple regression test can be seen in Table 2.

Table 2. Summary of simple regression analyses of QDPR learning model for the dependent variables.

<i>Dependent Variables</i>	B	SE B	β	R^2
Knowledge	-30.90	0.30	.63	.39**
Oral Performance	-12.84	0.29	.57	.33**

Note: * $p < .05$; ** $p < .01$

As displayed in Table 2, the results of the data analyses have disclosed that 39% of EFL learners' knowledge of English pronunciation can be explained by the implementation of QDPR learning model. Meanwhile, 61% can be predicted by other factors that were not investigated in the current study. Similarly, 33% of EFL learners' ability to pronounce the investigated English consonants might be explained by the existence of QDPR learning model whereas 61% can be predicted by other factors that were not investigated in the current study.

As stated in Introduction section, we proposed research questions. The first research question is related to the effectiveness of QDPR learning model in improving EFL learners' knowledge of English labiodental fricative consonants and their ability to produce the consonants. Meanwhile, the second research question is related to the contribution of QDPR learning model to EFL learners' knowledge of English labiodental fricative consonants and their ability to produce the consonants. The results of data analyses have discovered that QDPR is significantly effective in improving EFL learners' knowledge of English labiodental fricative consonants and their ability to produce the consonants. Additionally, the results have disclosed that QDPR contribute significantly to EFL learners' knowledge of English labiodental fricative consonants and their ability to produce the consonants. Thus, the findings are consonant with the previous study conducted by Moedjito (2016) unveiled that the step of *Demonstration* in QDPR gives a positive effect on students' knowledge of English pronunciation and their ability to produce them. This is due to the use of students' national language, in this case *Bahasa Indonesia*, as the medium of instruction. After demonstrating how to produce the speech sounds, the teacher explained how to produce them in Bahasa Indonesia. This process makes them easy to understand how to produce them and finally they can produce themselves. Thus, although both /f/ and /v/ do not exist in their mother tongue, namely *Sasak* language, they can produce easily.

CONCLUSIONS

The current study aimed at investigating the effectiveness of QDPR as an alternative learning model in pronunciation teaching, especially English

vowels, in EFL classrooms. The result of the study has disclosed that there was a significant difference in the mean score of students' achievement before and after the treatment. This implies that QDPR may become an effective technique for improving students' performance and knowledge of English vowels. Another finding of the study has discovered that QDPR might contribute significantly to the improvement of EFL learners' knowledge and ability to produce the English labiodental fricatives, /f/ and /v/. These empirical data suggest that QDPR may become an alternative model in pronunciation teaching. However, we still need more information on the effectiveness of QDPR for other pronunciation mispronunciations.

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USING COLLABORATIVE SENSORY DETAIL CHART TO INCREASE NUMBER OF CONTENT WORDS OF STUDENTS' DESCRIPTIVE WRITING

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Abstract: Writing is considered by many to be the most difficult skill in learning a foreign language. English as a Foreign Language (EFL) learners need to experience a stimulating learning activity in their writing practices. This study promoted a strategy of such learning of fluent writing. It used a sensory detail chart in a collaborative learning exercise aimed at increasing the number of content words in her EFL students' descriptive writing. This research aimed at investigating how the use of sensory detail chart collaboratively could increase the number of content words in students' descriptive writing. The researcher implemented this strategy by doing a classroom action research (CAR) in two cycles in which thirty students participated. She reinforced her students to gain more detail information in writing descriptive text of certain familiar topic. The use of sensory detail chart stimulated students to explore their five senses to specify any properties or characteristics of the subject discussed, such as the university as their place of study. The experience of having collaborative learning in small group discussion promoted students' personal development in terms of building confidence in sharing information in English. The researcher used pre- and post-tests as research instruments to measure the number of content words in students' descriptive writing. The tests asked the students to write descriptive texts on topics given. From the tests, the researcher found that the content words of students' descriptive writing increased by 62.44% overall. The use of nouns had increased by 44.73%; verbs by 70.13%; adjectives by 57.95%; and adverbs by 153.44% in the first cycle. The increases were even higher in the second cycle. The results of post-test 2 indicated that number of content words of students' descriptive writing had increased by 138.17% overall. They also increased in nouns by 103.37%; verbs by 114.29%; adjectives by 95.04%, and adverbs by 118.38%. From the results, the researcher concluded that the use of sensory detail chart collaboratively was successful in increasing the number of content words in the students' descriptive writing, in terms of nouns, verbs, adjectives and adverbs. Thus, she argues that the

use of sensory detail chart in collaborative learning environment, especially in writing descriptive text is a highly effective way of developing students' writing in a foreign language.

Keywords: collaborative learning, sensory detail chart, five senses, descriptive writing, content words

INTRODUCTION

EFL students commonly experience difficulty in learning the four language skills. As non-native speakers, they hardly adjust their mind, heart, and behavior to English language and its customs (Brown, 2000: 1). These challenges consequently lead EFL teachers to appropriately innovate learning for students to overcome their struggles in learning the four language skills, especially writing. Thus, students need to enjoy and to be engaged in learning. It means that students are supposed to be entrusted, entailed, and alert physically, emotionally, and intellectually in what they are learning (Brown, 2000: 1). Both EFL teacher and students are responsible for learning to be successfully founded to achieve its objectives.

Fluency in using the language orally and written becomes one of the objectives. Students also need to communicate effectively by giving clear arguments (Langan, 2010: 6). It means that students need to supply his or her statement with *specific reasons* or *details* for them to be good writers. To produce a good writing of any purpose, students need to earn some qualities of writing skill. Knowledge on the mechanical aspects of the writing becomes very important as the skill involves students' competence to coordinate cognitive, linguistic and psycho-motor processes (Westwood, 2008: 56).

In this study, students are supposed to be competent writers of descriptive text. This type of writing is somehow special as it may appear in other kinds of texts, such as in recount, narrative and expository texts. Knapp and Watkins (2005: 97) say that, descriptive text is a basic function of any language system widely used across learning areas and in many text types. As a genre-based text, it carries its own structure and grammatical features. Students need to have the knowledge of those elements of descriptive writing in order to produce a qualified sort of text. The lack of students' knowledge on proper descriptive text has been a concern to the researcher, especially since she starts teaching writing subjects to her EFL students of tertiary level.

The knowledge on the text and the qualities of the good writing can help students to write fluently. One aspect of writing fluency is measured from the word quantities written in every minute (Chenoweth & Hayes, Hatasa & Soeda, 2000 in Latief, 2008: 3). In her study, the researcher considers writing fluency as the number of content words the students use in

their writing in a given time. Content words are lexical words carrying important meaning or information to express the main idea in the sentences used in writing. They consist of nouns, verbs, adjectives and adverbs.

To help her students to increase the number of content words in their writing, the researcher delivered an instruction by accommodating students with any activities to help them in generating ideas. EFL learners who produce poor writing have less “practice in generating ideas” (Wu, 2003 in Liao & Wong, 2007: 140). Therefore, to support that process of writing, the researcher used a collaborative strategy using a sensory detail chart to help students to brainstorm ideas before writing. Collaborative learning commonly is carried out by dividing the students in small groups. The aim of this collaborative work is to help students to gain more ideas organized in a sensory detail chart by exploring their five senses before they start writing individually. The use of sensory detail chart in collaborative learning is beneficial since it leads students to map their ideas. This activity stimulates students’ creativity and imagination in producing more ideas, especially by exploring their five senses. Gee (2012: 9) claims that “good writing employs all the senses”. It means that students must be able to work on their ability to see, hear, smell, taste, and touch in writing a descriptive text.

The researcher expects that the result of this study could be another reference for future research related to the use of five senses which is organized in sensory detail chart of collaborative learning, especially in descriptive writing. The researcher delivered a classroom action research aiming at describing how collaborative use of sensory detail chart increases the number of content words in students’ descriptive writing. The research has been delivered by the following hypothesis: “The collaborative use of sensory detail chart increases the number of content words in terms of nouns, main verbs, adjectives and adverbs in the students’ English descriptive writing”.

RESEARCH METHOD

The researcher conducted two cycles of classroom action research under a quantitative approach to describe the increase of number of content words in students’ descriptive writing. She has managed the four-phase cycle suggested by Hall & Keynes (2005: 9) which consisted of planning, acting, observing and reflecting. The research was conducted in English Study Program of Artha Wacana University, Kupang, Indonesia. She had 30 students of her Writing class as participants divided into groups of four or five. They were given pre- and post-tests of descriptive writing tasks. The number of content words was measured from the number of nouns, verbs, adjectives, and adverbs used in their writing after doing the post-tests.

The success of this study was indicated by the increase of the number of content words produced by the students in their English descriptive writing. The more number of content words students produced,

the more skillful they are in adding details in their descriptive writing. The increase of the number of content words and quality of the students' descriptive writing was measured with the formula recommended by Meltzer, 2008 in Alawi (2011: 40-41).

$$P = \frac{y1 - y}{y} \times 100\%$$

- P : Percentage of students' improvement
y : Pre- test result
y1 : Post-test result of first cycle

FINDINGS AND DISCUSSION

Cycle 1

The first cycle of classroom action research was started by having an introduction on descriptive text writing and the strategy to be implemented. In this meeting, there were 4 students absent. Then, at the second meeting the first implementation of collaborative use of sensory detail chart was conducted and attended by 28 students. Procedures and indicators of success in process as well as in result of the first cycle are comprehensively explained as the followings.

After giving pre-test, the researcher designed a lesson to accommodate students in collaborative use of sensory detail chart in writing a descriptive text. The lesson plan was prepared for two meetings in the first cycle. In the first meeting of Cycle 1, the researcher introduced the students to descriptive text, its purpose, generic structure and language features. Some examples of the text were also analyzed to get more understanding. The second meeting was for delivering the strategy in which they had group discussion on the exploration of their five senses to describe a place familiar to all members of the group. A copy sensory detail chart for each student and twelve pages of vocabulary of the senses were distributed. In groups, students learned how to use SDC.

Second meeting also ran for 90 minutes which spent more time in the implementation of strategy. The first activity, taking 15 minutes of the total time, was for grouping and reminding the students about some examples of five senses exploration in describing a topic. Then the researcher distributed a copy of sensory detail chart to each student in each group. The next activity occupied 60 minutes. It was for the implementation of the strategy by which students work together on the chart and explore their five senses. With the chart and a list of vocabulary senses, students in groups collaboratively share ideas of description by exploring their five senses. They noted down the points of description they have discussed in the chart.

During the implementation of the strategy, the researcher observed the students' interest, attention and participation. In groups of five, all

members tried to put their interest and attention on their collaborative work. Based on her observation during the implementation in the first cycle, the researcher found that students were actively participated in sharing their ideas of sensory-based description on the topic they had in each group. There was only one up to three students in each group who stayed passive. They waited for their friends to fill in the sensory detail chart so that they could copy the details of description.

Moreover, not every student in each group was ready with any references recommended to be prepared and used during the learning. Each member of the group was supposed to provide him or herself with list of senses vocabulary and dictionary to help the group consolidate the meaning of words listed in the vocabulary of senses. Only two or three members in each group had printed dictionaries. Some others were accommodated themselves with dictionary application in their smart phone. The rest who did not have any references became less active and unable to contribute ideas in giving details to the description. They tended to depend on others who were active. They stayed passive in sharing ideas. Thus, they filled in their sensory detail chart by copying others'. However, the collaborative learning benefits the submissive students in gaining new knowledge and information as well as more details about the topic.

During collaborative learning, the researcher as the lecturer who delivered the instruction let the students work independently in groups after instructions were given. She monitored the learning activity in a certain distance for students to be more comfortable during the discussion. At times, she checked on the students whether or not they did the instructions as they should be. She also approached the groups when the representatives of the groups occasionally asked questions for more apparent instructions on the learning. Collaborative learning surely stimulated the students to talk with other students to get the same ideas in learning; especially in details they got by exploring their five senses.

After the implementation of the strategy in Cycle 1, the researcher reflected some important points for better implementation in the next cycle. What she reflected from the action in the first cycle was intended to find a way on how to enrich the students with more ideas for they could explore their five senses much more.

The first significant point was to reinforce the students to study the meaning of words listed in the vocabulary of senses individually before coming to the next cycle. The researcher also concerned on the use of dictionary as their reference. The next point was motivating all students to be more actively engaged to the activity. Building more interest to the students in exploring the five senses by giving more familiar topic became another point of intention to be done in Cycle 2.

As in Cycle 1 the students did not get a chance to present or share the result of their group discussion, the researcher decided to reduce the

time of group discussion in the next implementation. Giving each group opportunity to share ideas to other groups could enrich all students' knowledge on the topic and would let them think more on what they could explore by using their five senses.

Cycle 2

The second cycle of this classroom action research was conducted only for one meeting attended by 26 students. It means that 4 students were absent during the implementation of the strategy. In the following meeting, post-test in cycle 2 was held and attended by 28 students with 2 students not in attendance.

After reflecting from the first cycle, the researcher set a plan for conducting the second cycle. She reshuffled the group members based on the result students attained in pre- and post-test 1. She chose six students who got the highest score in pre-test to be the new group leaders. The researcher expected that each leader could lead and encourage his or her group members to be more active and participative.

The next plan made was to manage time for each group to be able to present the result of their discussion. The purpose of this activity was to help other groups to get more information they might miss in their description. It was also to stimulate students in other groups to have better exploration on their five senses for adding much more details in their descriptive writing.

In the second cycle, the topic given for their descriptive writing was about the university. Since this familiar topic was the same topic given in their pre-test, the researcher highly expected that students could attain much better product of descriptive writing in their post-test 2.

Each student in each group got a copy of empty sensory detail chart to note down all details they could have by exploring their five senses. Then, the researcher reminded them of what to do during the learning by giving instructions and time limitation. Then, students had their collaborative learning. They started their exploration on their five senses to dig up detail information about the topic assisted with the list of senses vocabulary which provided them with sensory words potentially used in their descriptive writing. During discussion, the researcher as the lecturer who delivered the strategy monitored the activity. Since it was not the students' first experience, they rarely asked questions. The researcher occasionally monitored the progress of students' activity during discussion.

After having group discussion, the researcher spent 20 minutes to give the students chance to share the result of discussion. This activity was aimed at aiding students with more details they possibly missed during the group discussion. After each representative of the each group shared their ideas, the researcher gave direct feedback to help students get more comprehension on the ideas shared. This activity allowed the students to ask

questions or to give comment on the ideas shared. By having this extended collaborative learning, the researcher expected that students were inspired by other groups' ideas for they could enrich their knowledge and detail information on the topic being discussed. As a closure, the researcher reminded the students of what to do in the second post-test, especially of how students could write better quality of descriptive text in terms of ideas, organization, voice, word choice, sentence fluency and convention.

In Cycle 2 students started to be more active during group discussion. It did not take much time to explain what to do in the learning. There were more students who provide themselves with dictionary and list of vocabulary of sensory words. Students, who were previously inactive, began to get engaged in the learning activity. They got better awareness on what to do in the activity. They became more independent in taking notes on the details being discussed. The researcher did not find confused but pretending to be cool-look faces of those submissive students. Nevertheless, those students kept being passive in sharing ideas.

When representatives of the groups were presenting the result of their discussion, students actively took notes on ideas being shared which would add more details in their descriptive writing. The researcher noticed some students nodded their head when she gave feedback on ideas each representative shared. It confirmed that students got more understanding on the details to be added in their descriptive writing.

After conducting the second cycle of her classroom action research, the researcher reflected on three points. The points of reflection come from her self-evaluation and her collaborators' feedback. Feedback from collaborators was gained from questionnaire and observation sheet they should fill in while observing the learning activity.

The first point of reflection is about giving more encouragement to the students, especially those who are passive during the learning. The researcher as a lecturer should be able to motivate all students to be more actively participated in learning activity, especially in sharing ideas. The next point is about giving a follow-up activity or task to give chance to students, especially the submissive students, to explore their five senses individually. The researcher also needs this activity to ensure that all students get the same knowledge and gain equal comprehension in the generic structure and language features of descriptive text. This follow-up activity or task is looking forward to much better quality of the students' descriptive writing. The last point is about providing students more interesting and impressive authentic learning materials related to the five senses exploration in describing any topic. The use of video presentation from native speakers or video of natural English conversation on the use of five sensory details description can be an alternative. The researcher also can provide learning resources the students can access for individual and

independent learning for students to have more knowledge on five senses exploration and to have more writing practices.

Compared to the observed attitude of the students in the first cycle, the students who were submissive started to be more active in the second cycle. They were encouraged to take notes on what the details being discussed by filling in their sensory detail chart rather than copying from the other members'. However, the researcher still found that those students kept being passive in sharing ideas.

The use of sensory detail chart collaboratively increases the number of content words in students' descriptive writing in terms of nouns, verbs, adjectives, and adverbs.

Success in result of this research is seen from the outcome of the students' descriptive writing. It is measured from the number of content words produced in their writing and the writing quality in the first post-test after CAR of the first cycle. Based on the result shown in the following tables, students produce content words in their descriptive writing of post-test 1 more than in one of pre-test.

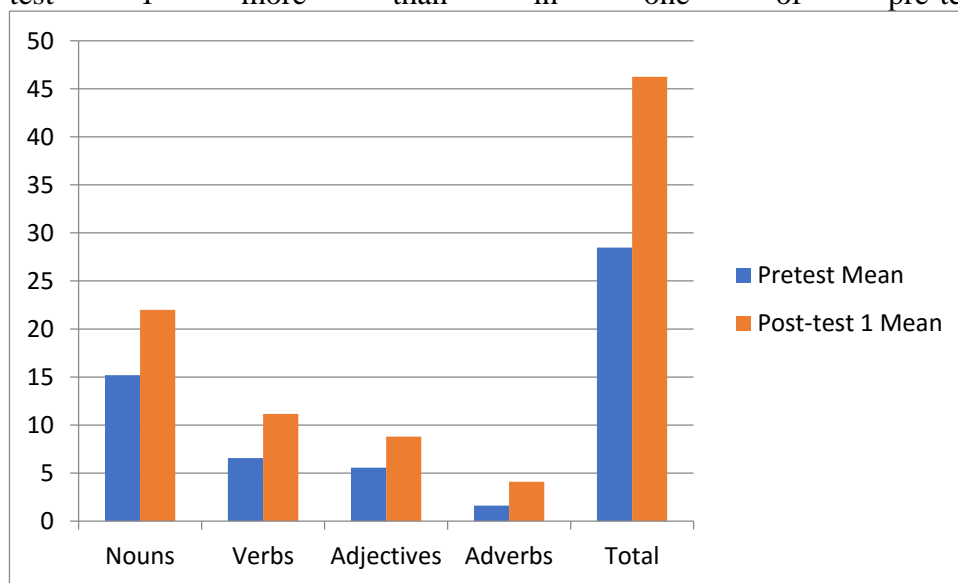


Figure 1. Number of Content Words in Pre- Test and Post-Test 1

The average number of content words in post-test 1 increased for 62.44%. Students produced approximately 17.77 more content words in post-test 1 than ones in pre-test. The data obviously show that the largest number of content words students produce in their descriptive writing is noun. The noun production increases for 44.73%. The second largest number of content words produced is verb. Figure 1 shows 70.13% increase for verb production. Then, adjective is following. It has increased for 57.95% in its use. Surprisingly, adverb significantly increases for 153.44%. This great

improvement in number of content words in students' descriptive writing in the first cycle indicates that collaborative use of sensory detail chart in pre-writing activity is a success.

The success in result of the second cycle is indicated by the increasing number of content words production in students' descriptive writing. Since students gain more confidence in writing, they produced much more content words in the second post-test than in pre-test and post-test 1. However, students used less adverbs in their descriptive writing of the second post-test. The average numbers of content words in pre-test, post-test 1 and post-test 2 are compared in the following tables.

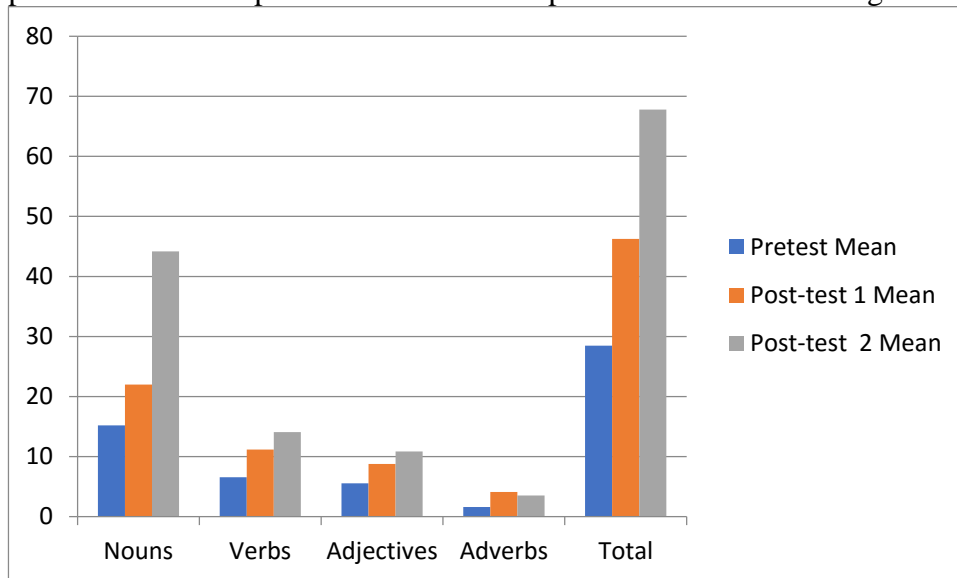


Figure 2. Average number of content words in Pre-Test, Post-Test 1 and Post-Test 2

Figure 2 shows that students used 39.33 more content words in post-test 2 than in pre-test. The average number of content words increased for about 138.17% by having 103.37% increase of nouns, 114.29% increase of verbs, 95.04% increase of adjectives and 118.38% increase of adverbs. It is noticeable that the implementation of the strategy promoted in the second cycle has contributed to larger increase in number of content words produced in the students' descriptive writing.

CONCLUSIONS AND SUGGESTIONS

Based on her findings in her classroom action research, the researcher concludes and argues that the use of sensory detail chart collaboratively can help EFL students to increase the number of content words in their English descriptive writing. It is good as students gain better confidence and fluency in writing their text by producing more meaningful words to express their thoughts and feelings about the topics. Students' exploration of their five

senses also lets the students experience a stimulating learning activity and exercises. Thus, the researcher suggests EFL teachers to accommodate frequent use of sensory detail chart provided with list of vocabulary senses collaboratively in writing exercises for they can write more fluently and improve their writing quality. Follow-up activities or task are also important for students to learn to write individually and independently.

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THE INFLUENCE OF ENGLISH LECTURER'S COMPETENCE TO STUDENTS' ABILITY IN MASTERING ENGLISH THROUGH TEACHING METHOD: A QUANTITATIVE RESEARCH

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Abstract: In teaching, lecturer's competence is needed in order to improve students' ability by creating many teaching methods, especially learning English. This research aimed to know the influence of the English lecturer's competence to students' ability in mastering English through teaching method. This research was quantitative research. 100 respondents chosen from five faculties in one private university of North Borneo involving this research. Technique of collecting data used were interview, questionnaire, and literature study. In analyzing data, SEM (Structural Equation Modeling) was used. Based on the findings, it shows that there is an indirect influence of English lecturer's competence to students' ability through teaching method by coefficient score is 0.406. It means that the higher value of the English lecturer's competence in English, the higher of the students' ability through teaching method.

Keywords: influence, English lecturer's competence, students' ability, teaching method, quantitative research

INTRODUCTION

English language is one of international languages commonly used as a communication media in daily activity. According to Baugh & Cable (2002: 1), the English language of today reflects many centuries of development. The political and social events that have in the course of English history so profoundly affected the English people in their national life have generally had a recognizable effect on their language

In the higher education existing of Indonesia, English language is taught as one of compulsory subjects or well-known as *MKWU* and can be employed as a mediation language. It is based on the law number 12 year

2012 about higher education. Besides that, the language is usually taught in the even or odd semester consisting of 2 credits per semester.

In teaching and learning English, there are four skills which have to be mastered by each learner. Widdowson (2008: 1) explains that four skills in learning language involve in (1) listening, (2) speaking, (3) reading, and (4) writing.

Talking about the lecturer's competence, it also relates with teaching and learning process. Lecturer is an education who teaches and applies his or her knowledge in the higher education. Based on the Minister of Research, Technology, and Higher Education Regulation Number 2 Year 2016 about the change of regulation number 26 Year 2015 about Registration of Educator in the Higher Education states that lecturer is a professional educator and scientist with having main task to transform, develop, and spread science and technology through education, research, and empowering people.

If it is viewed from the competence of a lecturer, there are several competences which have to fill out. Mathis and Jackson (2001) argue that competence is a basic characteristic connected by the performance improvement individually or team. It consist of knowledge, skill, and ability. Those characteristics are also developed by Spencer and Spancer (1993) into five items, namely motive, trait, self-concept, knowledge, and skill.

Teaching method is one of prepared components before starting the class. Patel and Jain (2008: 71) explains that method is a plan, selection, and consideration of learning materials, teaching techniques, and etc. In addition, Anthony in Brown (2007: 14) also explains that method is all of teaching language planning systematically based on the selected approach.

Besides that, Mackey in Patel and Jain (2008: 73) classify that a teaching language method which will be used, it have to pay attention on (1) selection of language materials (2) level of language materials, (3) presentation technique, and (4) practiced by learner.

Unfortunately, teaching of English language on the non-English program or department is still taught commonly and has not been specified with science learned by non-English students. It influences to the talent and interest of those students in following English language subject. In fact, it happens on the one private university in the North Borneo, Indonesia.

In order to know that, the researcher conducted a preliminary research by using interview and document analysis. From the interview and document analysis, it is found that (1) students took the English subject because the subject is just as one of compulsory subjects in the university, (2) students are less motivated to learn English, (3) students do not enough basic knowledge about English, especially grammar, (4) 80% of students' score, they got C, (5) there is no any specification for English likes English

for specific purposes, and (6) standard competence composed in the English subject is not implemented well.

In this paper, the researcher just focuses on (1) whether there is an indirect influence between English lecturer's competence to students' ability or not, (2) whether there is a direct influence between English lecturer's competence to students' ability through teaching method or not, and (3) implementation of those three variables.

METHOD

This research was a quantitative research. According to Borg et al. (2003: 25) explain that qualitative research assumes an objective reality and view causal relationships among social phenomena from a mechanistic perspective. Moreover, Mckay (2008: 6) adds that in quantitative research, a researcher typically begins with a research question or hypothesis that is quite specific.

In this research, population were students of the one private university in Tanjung selor, North Borneo following English subject. Meanwhile, sample of this research was considered by using systematic sampling where those samples were based on the list of students in English subject and just taken 100 respondents as sample. According to Borg et al. (2003: 173), systematic sampling is an easier procedure to use then is simple random sampling if the sample to be selected is very large and a list of the accessible or target population is available.

In this research, definition of operational variable is very needed in order to make designed mechanism can be worked optimally. Sugiyono (2013: 61) argues that research variable is an attributive from people, object, or activity that has certain variable considered to be learned and then conclude it.

Relating to this research, operational Variable used by the researcher is explained on the table 1, as follows:

Table 1
Variable and Indicator

No	Variable	Indicator	Reference
1	English lecturer's competence (X)	X.a Motive X.b Attitude X.c Self-Concept X.d Knowledge X.e Skill	Spencer dan Spancer (1993)
2	Teaching Method (Y)	Y.a Selection Y.b Level Y.c Technique Y.d Implementation	Mackey in Patel and Jain (2008: 71)
4	English ability (Z)	Z.a Listening Z.b Speaking Z.c Reading Z.d Writing	Widdowson (2008: 1)

Source: Development for research (2016)

Technique of collecting data used were (1) observation, (2) questionnaire, and (3) literature study. In order to analyze data, *Structural Equation Modeling* (SEM) was used. Byrne (2001: 1) argues that structural equation modelling (SEM) is a statistical methodology that takes a confirmatory (i.e., hypothesis-testing) approach to the analysis of a structural theory bearing on some phenomena.

FINDINGS

In this paper, the findings are explained on (1) research instrument test, (2) result of SEM analysis test, and (3) structural model, as follows:

Research Instrument Test

In this part, it explains (a) English lecturer's competence, (b) teaching method, and (c) students' ability, as follows:

English lecturer's competence (X)

Result of instrument test validity for English lecturer's competence (X) is explained on the table 2, as follows:

Table 2
Result of validity and reliability test for lecturer's competence (X)

Indicator	Correlation
Motive	0.403
Attitude	0.525
Self-Concept	0.630
Knowledge	0.540
Skill	0.610
Alpha Cronbach = 0,766	

Source: Researcher's data (2016)

Based on the table, it can be described that variable of the English lecturer's competence (X) has correlation value between 0.403 until 0.610. From the correlation, it shows that the value is bigger than 0.3, so all question items is valid. From the reliability test, it shows that alpha cronbach value is 0.766, because the values is bigger than 0.6. Therefore, instrument used for English lecturer's competence (X) is reliable.

Teaching method (Y)

Results of instrument test for teaching method variable (Y) is explained on the table 3, as follows:

Table 3

Result of Validity and Reliability Test of Teaching Method Variable (Y)

Indicator	Correlation
Selection	0.612
Level	0.454
Technique	0.591
Implementation	0.568
Alpha Cronbach = 0.756	

Source: Researcher's data (2016)

Based on the table, it can be described that variable of the teaching method (Y) has correlation value between 0.454 until 0.612. From the correlation, it shows that the value is bigger than 0.3, so all question items is valid. From the reliability test, it shows that alpha cronbach value is 0.756, because the values is bigger than 0.6. Therefore, instrument used for teaching method (Y) is reliable.

Students' ability (Z)

Results of instrument test for students' ability (Z) in mastering English is explained on the table 4, as follows:

Table 4

Result of Validity and Reliability Test of Students' ability

Indicator	Correlation
Listening	0.654
Speaking	0.715
Reading	0.686
Writing	0.588
Alpha Cronbach = 0.830	

Source: Researcher's data (2016)

Based on the table, it can be described that variable of the students' ability (Z) has correlation value between 0.588 until 0.715. From the correlation, it shows that the value is bigger than 0.3, so all question items is valid. From the reliability test, it shows that alpha cronbach value is 0.830, because the values is bigger than 0.6. Therefore, instrument used for students' ability (Z) is reliable.

Result of the SEM Analysis Test

There are several assumption tests conducted by SEM, namely (a) normality, (b) outlier, (c) linearity, and (d) goodness of fit model. They are explained, as follows:

Normality

Assumption of multivariate normality tested by AMOS 20 software shows that critical ration value is -0.943 with critical value for α 5% is 1.96, because absolute value of CR for multivariate is $-0.943 < 1.96$, so the assumption is filled.

Outlier

In order to know whether outlier is exist or not, it is viewed from mahalabonis distance (Md). It is a distance measuring far or near of center point by every observation point. In this research, observation point is questionnaire number of respondents. Checking to outlier multivariate is conducted by using mahalanobis criteria on the $p < 0.001$ level. The mahalabonis distance is evaluated by using degree of freedom as many as parameter used the model, namely 62. For considering outlier of mahalabonis distance, it is seen from mahalabonis score $<$ Chi Square Distribution Table.

From the mahalabonis distance, it can be seen that the highest of observation point is 50.403 and the lowest of observation point is 4.042. Chi Square value $\chi^2_{62} = 81.381$. If it is compared with mahalabonis score $<$ Chi Square Distribution Table, so there is no outlier.

Linearity

Linearity assumption test is conducted by using Curve Fit. It is scored by SPSS Software. It can be seen on the table 5, as follows:

Table 5
Result of Linearity Assumption Test

Relationship among variable		Result	Conclusion
English lecturer's competence (X)	Students' ability (Z)	All model sig. < 0.05	Linear
English lecturer's competence (X)	Teaching Method (Y)	All model sig. < 0.05	Linear

Source: Researcher's data (2016)

From the table, it can be seen that all models are linier and significant, so it can be said that linearity assumption is proven.

Goodness of Fit Model

Theoretical model in the conceptual research design is said fit, if it is supported by empirical date. Results of *goodness of fit overall model* can be seen on the table 6, as follwos:

Table 6
Result of Goodness of Fit Overall Model

Criteria	Cut-of value	Result	Note
Chi square	Small	81.381	Good model
p-value	≥ 0.05	1.937	
CMIN/DF	≤ 2.00	0.937	Good model
GFI	≥ 0.90	0.819	Marginal
AGFI	≥ 0.90	0.984	Good model
TLI	≥ 0.95	1.019	Good model
CFI	≥ 0.95	1.000	Good model
RMSEA	≤ 0.08	0.000	Good model

Source: Researcher's data (2016)

Result of the goodness of fit overall test above explains that Chi square/DF is less than 2, and RMSEA is under 0.08. In this research, CMIN/DF and RMSEA can be said that they have filled cut off, so SEM model used by the researcher is appropriate to use.

Structural Model

This model was tested by SEM (Structural Equation Modelling). Hypotheses about relation among variables, namely direct effect. It is explained on the figure 1, as follows:

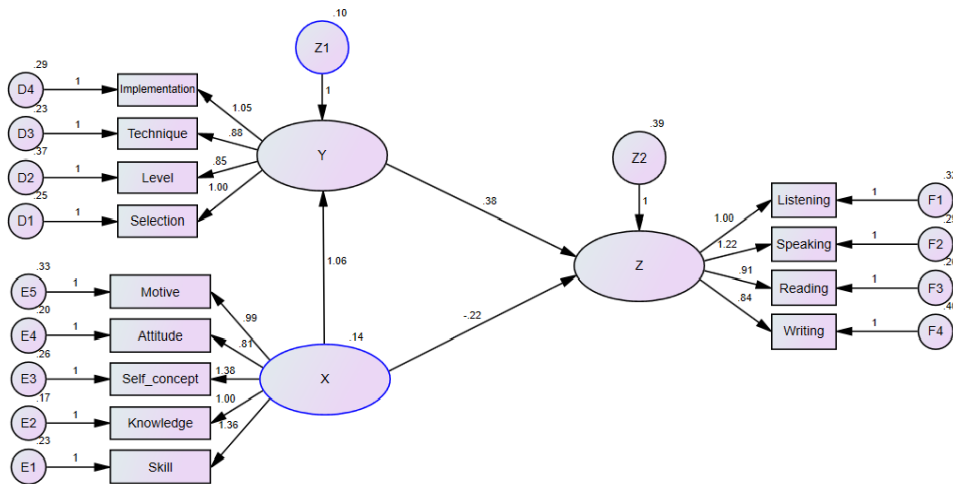


Figure 1
SEM Structural

In order to know relationships among variables, the researcher analyzes from the direct effect among variables. It can be seen on the table 7, as follows:

Table 7
Result of Direct Effect

Relationship among variables	Coefficient	P-value	Notes
English lecturer's competence (X) → Teaching method (Y)	1.063	***	Significant
English lecturer's competence (X) → Students' ability (Z)	-0.218	0.621 ^{ns}	Not significant
Teaching method (Y) → Students' ability (Z)	0.382	***	significant

Source: Researcher's data (2016)

Notes: Sign *** (<0.001) significant

Sign ns states not significant

Based on the table above, it can be concluded that

1. English lecturer's competence influences teaching method significantly. It can be seen from p-value *** (<0.001) < 1.063 (positive). It indicates that relationship both of those variables are similar. It means that the higher value of the lecturer's competence, the higher teaching method.
2. English lecturer's competence does not influence students' ability significantly. It can be seen from p-value 0.621 > -0.218 (negative). It means that any value of English lecturer's competence, it does not influence on the high or low value of students' ability.
3. Teaching method influence students' ability significantly. It can be seen from p*** (<0.001) < 0.215. It indicates that relationship both of those variables are similar. It means that that the higher value of the teaching method, the higher students' ability.

Besides of direct effect, it is well-known about indirect effect. Indirect effect is results of the multiplication two towards indirect effect. The effect is considered significant if two direct effect formed is significant. It is shown on the table 8, as follows:

Table 8
Result of indirect effect

Indirect effect	Direct coefficient	Direct coefficient	Indirect coefficient	Note
X → Y → Z	X → Y = 1.063	Y → Z = 0.382	0.406*	Significant

Source: Researcher's data (2016)

Marker * states significancy with margin or error 5%

Based on the tables and figures explained above, it can be concluded that indirect influence between English lecturer's competence (X) and students' ability (Z) through teaching method (Y) is 0.406. There is indirect influence between English lecturer's competence (X) and students' ability (Z) through teaching method significantly. It means that the higher value of English lecturer's competence, the higher students' ability if teaching method is high.

CONCLUSIONS

From those analyses, the researcher can conclude that:

1. Directly, English lecturer's competence does not influence students' ability. It can be seen from *p-value* $0.621 > -0.218$ (negative).
2. Indirectly, English lecturer's competence influences students' ability through teaching method with indirect coefficient is 0.406. In addition, both of English lecturer's competence and teaching method are positive and significant.
3. Implementation of English lecturer's competence effectively can improve students' ability if it is conducted through evaluation and improvisation efforts through teaching method.

BIODATA

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AUTHENTIC, ADOPTED OR ADAPTED MATERIAL: TEACHER PREFERENCE ON SELECTING TEACHING MATERIAL IN SPEAKING CLASS

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Abstract: Teaching materials play an important role in English Language Teaching. This particular paper was intended to describe what kinds of teaching materials were used by English teachers in teaching Speaking at one of private higher education institutions in Malang, Indonesia. By interviewing twelve teachers who taught Speaking, it was found that 42% teachers preferred authentic materials to the other types of materials because they believed that it could provide students with real language exposure. Next, 2 out of 12 teachers stated that adopted materials were more preferable as they had limited time to browse authentic materials or to modify the existing materials. 1 out of 12 chose to adapt the materials as she believed that by doing so the materials would meet the students' needs. Meanwhile, the rest of teachers chose to combine all teaching materials types as each of them had its own advantages. In addition, combining the materials were expected to facilitate and motivate learners to learn the language. Based on the findings, some suggestions were intended for some parties. Firstly, ELT teachers should equip themselves with current knowledge so that they can catch up with recent insights on time management, teaching materials, and their professional developments. Secondly, stakeholders are also expected to facilitate the ELT teachers to develop themselves to assess any digital information and get involved in other *on-service trainings* so that they can stay updated with recent issues, especially dealing with teaching materials.

INTRODUCTION

It remains undeniable that the presence of teaching materials in English Language Teaching (ELT) plays a vital role within all language components and skills; including in the teaching of speaking. Speaking of teaching speaking, it has been treated as the main objective of teaching and learning English as a foreign language (EFL) since the onset of communicative era. In response to this ultimate goal, many workshops and

trainings have been delivered to facilitate English teachers to develop their teaching skill. To this, Shumin (2002:204) views that, to foreign language learners, this skill seems to be more complicated than the other skills as it involves both verbal, pronunciation, and non verbal elements such as stress, pitch, and intonation. Further, he puts that gesture and body language as parts of non linguistic-elements do also determine whether the intended messages made by the speakers are well comprehended by the receivers. This informs the ELT teachers that in order to achieve the objectives of teaching speaking, ELT teachers should consider several things such as classroom management, teaching techniques, media, and materials. Besides, they also need to hold the principles of teaching speaking; one of them is providing and encouraging the use of authentic language or authentic materials (Brown, 2007: 331). In addition, some scholars also point out that adapted materials also contribute positive impacts on learners. According to Halim & Halim (2016: 634), adapted materials are any materials which are adjusted, changed, and modified by teachers in order to meet the students' needs. Teaching material adaptation sounds like an ideal way in presenting the materials to the students so that they can achieve the goals of learning. Some teachers, however, still prefer to adopt, using the teaching materials as they are stated in the books, cassettes and any other media. This is due to the fact that adapting and creating teaching materials are time consuming, face institution constraints, and need special expertise (Halim & Halim (2016: 634).

Based on brief explanation mentioned previously, it can be inferred that the existence of teaching materials whether authentic, adapted, or adopted one is very crucial. Accordingly, the researcher intended to investigate teachers' preference in selecting teaching materials in teaching Speaking. By doing so, the writer hoped that she can contribute positive matters both theoretically and practically. Theoretically, this study was expected to give deeper insight on the use of teaching material. Practically, this study gave information to stakeholders, ELT experts and researchers about which teaching materials were mostly implemented; by knowing what was going on the field they can make supportive actions for the betterment of ELT.

Previous studies dealing with teachers' preferences in selecting teaching materials have been carried out. Amongst them are Halim & Halim (2016) and Daskalos & Ling (2005). Halim & Halim (2016) investigated the teachers' modes in selecting teaching materials and their reasons why they preferred so, at the English lecturer at English Department, College of Arts, Abha. Those researchers found that materials adaption was not strange to seven out of 15 the English teachers at the English Department, College of Arts, Abha. Meanwhile, the rest preferred adopting to adapting teaching materials. The teachers' reasons for adapting the teaching materials were the contents were inappropriate with the objective of the lesson, the time allotment to deliver the authentic materials was insufficient, as well as the

existing materials were not suitable to the students' age. Besides, grammar coverage, illustrations, exercises were insufficient; those items, therefore, were added, eliminated, modified, and changed. Those who chose to adopt instead of adapt said that adaptation needed special training and was time consuming. Meanwhile, they had no time to do so due to so many assigned jobs they needed to perform. Besides, they pointed that the institution constrains, sometimes, made them lazy to make modification to their teaching materials.

As elicited in the previous paragraph, another study focusing on the selection of teaching materials was done by Daskalos & Ling (2005). Different from Halim & Halim (2016) whose study aimed at finding the teachers' choice in presenting the English materials in higher education level, Daskalos & Ling, (2005) focused on Swedish upper secondary level. Their survey showed that both teachers and students tended to chose authentic materials in teaching and learning English. To some extents, the teachers disagreed that authentic materials had to be applied for the whole semester since it was unrealistic. Accordingly, they combined the two types of the materials: adopted and adapted.

Similar to previous studies, this study was also intended to describe the teachers' preferences in selecting teaching materials, authentic, adapted, or adopted, and their reasons why they preferred so. Differently, this study was conducted in one of private higher education in Malang, Indonesia. Besides, this study only focused on teaching material selection in teaching Speaking. By pocketing the similarities and differences between this current study and the previous ones, the researcher believed that she could still contribute significance to ELT domains.

METHOD USED IN THIS STUDY

A qualitative method was used in this study as this study aimed at describing the teachers' preference and reasons in implementing certain teaching materials. To help the researcher collected the data, the researcher employed a supporting instrument; it was interview guide. The interview was intended to elicit the teachers' thought on the preferable teaching materials and their reasons for choosing those materials. There were 12 teachers who were interviewed by the researcher; they all were all assigned to teach speaking classes, *Basic Speaking* and *Public Speaking*.

After the results of interview were rewritten, the teachers' answers were classified before they were tallied. The teachers' answers were classified based on the existing classifications of teachers' modes in selecting teaching materials proposed by Halim & Halim (2016) and Daskalos & Ling (2005). However, to anticipate, different reason for selecting teaching materials, the researcher provided an additional column.

FINDINGS

When the intended data were accomplished, finally it was found that 5 teachers tended to use authentic materials in teaching speaking and 2 of them preferred adopting to adapting the existing materials and authentic materials. Further, one out of twelve admitted that she always adapted the teaching materials in teaching Speaking and the rest, four out of twelve, elicited that they adopted the available materials. Brief description of teachers' tendencies in choosing materials to facilitate students' speaking ability can be seen in Table. 1.

Table 1 Teachers' Preference in Selecting Teaching Materials

	Types of Teaching Materials				Total
	Authentic	Adopted	Adapted	Combination	
Numbers of Teachers	5	2	1	4	12
Percentage (%)	42	17	8	33	100

Dealing with the teachers' reasons for selecting the teaching materials, it was revealed that those who chose authentic materials in teaching Speaking stated that authentic materials provided language learners models on how the language used in real communication. Further, they added that by using authentic materials, which they found mostly from the internet and movies, they believed that learner could find real life languages, such as idioms, proverbs, and slang languages which were used in native speakers' real life but were hard to be found in the handbooks. Next those who found that adopted materials were more convenient compared to the others stated that the assigned jobs, not only as teachers but also as researchers, prevented them from either exploring the internet to find authentic materials or adapting materials which would take much time. Further, they believed that the provided materials had been in accordance with the English Department Curriculum and had been validated, both by experts and by being experimented.

Different from those who preferred authentic materials and adopted materials, the one who preferred adapting materials viewed that it was very important to modify the teaching materials, both the authentic and the ones presented in the available books, in order to meet the students' needs. In addition, she pointed that, authentic materials indeed represented the real language used by native speakers but her students, as foreign language learners, did not experience those languages in their daily interactions. Similarly, she believed that the materials provided in the textbooks or in an audio could also be hard for students because most of the books demanded very accurate grammar for every exercise; therefore, by modifying the materials the learning process would run smoother.

The last four teachers who combined the teaching materials reported that they combined the materials depended on the situation. Sometimes, they used authentic materials when the students needed a native speaker model to utter certain expression so that learners could notice the intonation, stress, and the pitch. They, however, gave up on exploring authentic materials when the internet network did not run well. In this case, they usually adopted the existing teaching materials. Other common reasons, elicited by these four teacher, for combining teaching materials was that they believed varying types of materials was crucial because sometimes students get bored and stuck with certain materials; so to keep motivating students to learn, they varied the types of teaching materials.

DISCUSSION

The finding showed that English teacher preferred different types of teaching materials; mostly chose the authentic one, some combined the materials, few adopted, and a few adapted. The finding related to the teachers' reason for selecting authentic materials is in accordance with Berardo's (2006: 64) and Harmer's (1994 in Al Azri and Al-Rashdi, 2016: 252) views; they are (1) authentic materials give language learner information how the English culture is, (2) they provide what the students needs, and (3) raise the students' confidence and motivation in learning language. This particular finding implies that 42% teachers who taught Speaking had good understanding on the impact of authentic materials.

The teachers' reasons for selecting the next two materials, adopted or adapted, are generally in line with previous study conducted by Halim & Halim (2016). Focusing on teachers' reasons, those who adopted teaching materials pointed the same reasons as Halim & Halim's subjects (2016). It seems that time and overloaded jobs become common problems which prevent the teachers from modifying teaching materials. The researcher, however, assumed that this was caused by the teachers, both in this study and in Halim & Halim's (2016), had insufficient time management. As pointed by Brown (2007) selecting teaching materials is a part of teachers' responsibilities before they come to the class; therefore, they should have prioritized their main jobs, helping the learners to achieve the goals of the subjects. In relation to teaching material adaptation, the reasons for adapting teaching materials elicited by the one of the subjects of this study indicated that she modified the teaching materials because she considered the students' needs. This is also in line with Halim & Halim (2016) who put material adaptation needs to be carried out in order to meet the objectives of the lesson as well as the students' needs.

The rest of the teachers seemed to have good teaching skills as they have proved that they used varieties of teaching materials. Besides, their brilliant reasons for varying or combining teaching materials during the semester supports Daskalos & Ling's (2005) finding which showed that using monotonous type of materials is unrealistic as it might lead to students' boredom, less motivation and interest in learning English. To minimize the complexity of learning Speaking, which is viewed as

complicated skill by (Shumin, 2002), the selection of teaching materials, in addition to classroom management, teaching techniques and media, should be varied.

CONCLUSION AND SUGGESTION

From the aforementioned findings, it can be concluded that most teachers were aware of the importance of teaching materials in teaching Speaking. This conclusion was made due to the fact that most of the teachers have struggled how to provide the best materials for the students. This was demonstrated by their efforts in providing authentic materials by exploring the internet; adapting the teaching materials performing some elimination, addition, and modification to the existing materials, and combining the several types of teaching materials. Only one out of 12 was stuck on the book as she believed the book had been carefully designed and she had limited time either to search authentic, adapt, or adopt the materials. Based on the conclusion, some suggestions are purposefully made. First to ELT teachers, they should equip themselves with current knowledge so that they can catch up with recent insights on several fields, for example on time management and teaching materials as well as their developments. Secondly, stakeholders are also expected to facilitated the ELT teachers to develop themselves to access any digital information and get involved in other *on-service trainings* so that they can stay updated with recent issues, especially dealing with teaching materials

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THE AUTHENTICITY OF READING TEXTS IN ENGLISH TEXTBOOKS AND ITS IMPLICATION IN TEFL

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Abstract: Analyzing the level of authenticity of reading texts in English textbooks for the year ten that published for the 2013 curriculum was the primary concern of this study. It was highly significant to be conducted for the reason that the texts are used as reading materials from which students may learn language skills and components. The ten texts taken from four English textbooks were the source of data. The result of data analysis, which were based on Nutall's theory (2005) indicates the problems of text authenticity, especially from readability and presentation factors. From the analysis of text difficulty, four of the reading texts were more eligible for elementary level, three texts were eligible for junior high school and only three texts were eligible for the year ten graders. As the readability factor affects exploitability, only three texts could be exploited for the year ten graders. Furthermore, for presentation level, there is only one text that can both grab students' attention and provide them with new information. And finally, for suitability factor, eight of the ten texts meet the criteria of this factor. To improve students' communicative competence pondering texts authenticity of teaching materials is highly recommended because in EFL context students have limited exposure to English texts outside the classroom.

Keywords: Text Authenticity, Suitability, Exploitability, Readability, and Presentation

INTRODUCTION

A text is considered to be authentic only if it is found in real life situation. It means that it is used to communicate by native-speaker. Authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort (Morro 1977: 13 in Mishan, 2004: 11). Utilizing authentic text as teaching material for students of English as foreign language is highly recommended in order to enhance their communicative competence.

However, not all texts in students' English textbooks include authentic texts as reading material. Within this context, this research is crucial to be done so that the result of this investigation can help teachers to aware if they have used the appropriate teaching materials or not in helping students to gain communicative competence as the ultimate goal of foreign language learning (Richards, 2006).

In the context of English teaching in Indonesia, the use of textbook in classroom can be categorized as high. Based on the researcher's observation for 4 English teachers at senior high school in Manggarai Regency-East Nusa Tenggara, Indonesia, in teaching learning process, the activities in the classroom depend on the activities that have been designed in the English textbook. For example, after reading the text students are assigned to answer the comprehension questions provided. By considering the fact above, it is crucial to ponder the reading materials in the textbooks so students are well-exposed to genuine material because they have limited access to the authentic material outside the classroom because English is learned as foreign language in Indonesia. However, not all textbook writers realized this fact. This led the researcher to investigate the authenticity of texts in English textbooks to answer the research question "how is the authenticity of reading texts in English textbooks for the year ten?".

The investigation on this topic has interest some researchers and one of them is Kim (2011) who concerned on developing students communicative authentic materials for Korean High school students. She was triggered to conduct the research due to the fact that the study of reading and listening do not consider the communicative context. Furthermore, she found that the authentic materials in the textbook is adapted and edited, so that students hardly recognize that they are experiencing authentic materials.

The use of authentic material in teaching is considered as an effective way to expose students to the real world situation where the language is used. Moreover, authentic text is more interesting so its use can enhance students motivation because through authentic materials they will be more aware of their purpose of learning language for the reason that they can see how the language will be useful in their life. Authentic materials are claimed to motivate students because they find them interesting, engaging, culturally enlightening, and relevant (Day, 2004: 104). Little, Devitt and Singleton (1986) as cited in Day (2004: 104) believe that learners who use authentic materials become motivated because the materials bring them close the culture of the target language.

Nutall (2005: 170-179) proposes four factors of authenticity that comprises suitability, exploitability, readability and presentation, which then was used as the basis for analyzing the data for this research. Suitability of content concerns the relevance of the text to students' needs. A text is considered to be suitable for students when it is used in real context outside

the class. They will see how useful the text is in their life. Moreover, exploitability refers to the use of the texts in helping students enhancing their communicative competence, for what purposes the texts are used in classroom in developing students' language skills. Readability concerns with the level of lexical and syntactic structure of texts that is appropriate for students. The last aspect is the text presentation. The appearance of the text must give students deeper understanding about the context when or where it is used in real life. So, it deals with the text look. In addition, the significance of information that the text contain is also considered in this factor.

METHOD

This research was conducted under qualitative approach. The ten texts taken from four English textbooks for the year ten were the data sources. The English textbooks chosen were published in 2013 and 2014 which were designed for the 2013 curriculum. To achieve the validity of data analysis, triangulation technique was used. Triangulating the data was highly significant in order to gain the view of the same issue from different perspectives. In line with this Guion (2002:1) assert that triangulation is a method used by qualitative researchers to check and establish validity in their studies by analyzing research question from multiple perspectives. The triangulator of this research was one of the researcher's colleagues who had interest in doing discourse study. Furthermore, to check the readability factor, Text Readability Consensus Calculator was used in order to find out the average grade level and the level of text difficulty. This calculator can be accessed . This website was appropriate for this research as it counts and indicates the vocabulary level and the complexity of sentence structures in order to identify text level of difficulty with students' grade level.

FINDINGS

The research findings indicate that the authenticity of the texts needs to get attention of the English teacher so that the students can get the material according to their level. Of the four aspects of authenticity analyzed, eight texts met the criteria of suitability factor. This was the highest number among other factors. Furthermore, only three of the ten texts met readability factor. It was surprising to note that the Text Readability Consensus Calculator revealed four of the ten texts were more eligible for elementary students range from the 4-6th graders (text 1, 3, 7, and 10). Three texts were more eligible for junior high school students range from the 7-9th graders (text 5, 6, and 8) and 3 texts were eligible for the year ten students (text 2, 4, and 9). The number of texts that met the criteria of readability factor was similar with the number of texts that met exploitability factor. And the last factor is presentation. Only one of the ten texts met this factor.

DISCUSSION

The four authenticity factors proposed by Nutall (2005) were used in analyzing the authenticity of reading material for the ten graders of senior high school to seek the answer of the research question “ how is the authenticity of reading texts in English textbooks for the year ten?”. The following part discuss the research findings on each factors of authenticity.

Suitability

The first factor of analysis is suitability. This factor concerns on whether the texts interest learners to read for themselves. An interesting text will motivate learners to read. Those that are categorized as texts that fulfill suitability factor provide readers with new information or they can correlate the information with their background knowledge in order to comprehend the text. Furthermore, it also must have genuine communicative purpose. Genuine communicative purpose means that the texts are used in certain contexts in real life communication among native speakers. When a text has clear communicative purpose, it will be interesting for learners to read. As the data sources of this research consist of three types of genre, which including narrative, descriptive and biography the three types of text are undoubtedly the kind of texts used in real situation in our lives with their different uses.

Text that has apparent communicative purpose will be relevant to students' need. A genuine text is also motivating as long as students can find the correlation with their real life needs, at the present or future. Narrative texts (text 3, 6, and 10) are included in literary texts that are common in children's books, besides, it is common to children to listen to spoken fairy tales as a bedtime story. The texts have clear main purpose that is to entertain readers or listeners. In addition to this purpose, the most crucial thing lays in a story is character education. Most of the story contain moral value to instill in children. In line with this Weiss (2012: 1) asserts that

A culture passes down its values through its stories. Stories that endure reflect universal values, epitomizing the highest standards of character development in making choices, problem resolution and critical thinking. ... demonstrate thematic virtues such as perseverance, charity, compassion, faith, empathy, loyalty, honor, responsibility, etc. Children and adults have an insatiable need for stories that offer hope and direction for living clean, ethical lives.

Through stories, the above mentioned values are taught gradually. This is why they are considered as an effective way as Weiss further said “the unique power of stories . . . that they touch our minds and our emotions simultaneously”.

In addition to narrative texts, descriptive texts that were used as data sources in this research comprises of two categories, they are people descriptions (text 1 and 7) and tourism destination descriptions (text 2, 4, and 8). The following extract is the first paragraph of the people descriptive text (text 1).

My mother, Nunik Nurhayati, is a beautiful person. She is in the mid thirties. She just has an ideal body for an average of Indonesian women. She is not tall, but not too short; she is 159 centimeters tall. Her weight is 56 kilograms. Her body is attractively slim. She has straight long black hair which is very dense. She has a round face with big round black eyes and sharp nose. She has dimples in her cheeks, that make her more beautiful when she smiles. Her skin color is light brown.

The extract above is a descriptive text that describes people. However, in real life communication, such kind of text is not found. The text does not have clear communicative purpose that makes it not worth reading. There is no context in real life situation where such text is useful. So, reading the text will not enhance students' communicative competence.

When composing a text, a writer has clear intention in mind why he writes and what kind of response he expects the readers will give after reading the text. However, in the text above the writer's intention and the kind of response expected are not apparent. In addition, the person being described do not present in readers' schemata. she is not famous person that could grab readers' attention to read more about her, so does in text 7 about Dinda. In line with the unfamiliar characters in the text, in this context Nunik Nurhayati and Dinda, Thornbury (2005: 111) asserts that "this peculiar alienation effect makes the text difficult to exploit for anything other than its superficial language features". Regarding the use of superficial language stated by Thornbury above, text 1 and 7 are typical classroom texts that highlight grammar pattern especially simple present tense. This is overtly seen in text 1. The text just looks like lists of sentences without connectors and the writer's intention was to expose sentence pattern of the tense, not for communication. This makes the text boring as the ideas do not flow smoothly. So, "a text fulfills authenticity aspect when it has clear communicative purpose" (Mishan, 2005: 33) and "not produced for pedagogic purposes in mind" (Wallace, 1992 in Berardo, 2006: 61).

The authentic people description could be found in internet, for example *the ten most beautiful princess* in the world. This kind of text will motivate students to read more for themselves. Another example, the most common used in society, is the description of missing people. The information about missing people has clear communicative purpose to inform readers about the person and it needs the response from other people who might find him/her. So, in producing a text, the significance of the information matters most. Compare the following people description texts.

The one on the left is taken from <https://sphotos-a.xx.fbcdn.net>, while the one on the right is the texts taken from English textbook for the year ten.



Figure 1. Descriptive texts

The above text on the left is clearly written to inform a missing people with the purpose to get information from readers, who may have information about Logan Kube. The information about her is described clearly here and the pictures are also attached to make it easy for people who read the text to recognize her. The phone number provided in the last sentence is also significant for those who want to respond to the text. This is an example of authentic people descriptive text. It contains clear communicative purpose, to inform the missing person and expect the readers' response for information about Logan Kube.

The second type of descriptive text is tourism destination description. This kind of text is common in travelling brochure, magazines or websites that promotes tourism destination. The information about various tourism object can be reference for readers who are going to have travelling so that the communicative purpose of the text is apparent.

Exploitability

The second factor of authenticity is exploitability. Exploitability refers to the extent of activities can be designed to facilitate students' learning (Nutall, 1986 as cited in Ray, 1994). It seeks how the texts are used in teaching language to improve students' language skills and components in order to enable them to communicate. Texts that worth exploited must have clear communicative purpose. In addition, the students' level also need attention when choosing texts in language class, so this factor is interrelated with suitability and readability of the reading texts. The low number of texts that meet readability factor will affect the amount of texts that are worth exploited in language classroom. The findings of this research reveal that only three of the ten texts are eligible to be exploited.

MY BEST FRIEND

I have a lot of friends in my school, but Dinda has my best friend since junior high school. We don't study in the class, but we meet at school everyday during recess and school. I first met her at junior high school orientation and been friends ever since.

Dinda is good-looking. She's not too tall, with fair skin wavy black hair that she often puts in a ponytail. At school she wears the uniform. Other than that, she likes to wear jeans, t-shirts and sneakers. Her favourite t-shirts are those in colors like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with a lot of people. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many people enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I'm really happy to have a best friend like Dinda.

Text number 9, about BJ Habibie, is an example of worth exploited text. This is a challenging text from which students can learn many new vocabulary such as agriculturist, descend, noblewoman, remained, conduct, reacquainted, settled, wage, salary, retirement, funding, offer, refuse, receive, appointed, elected, requested, enterprise, resignation, sworn, relinquishing, chaos, etc. and syntactical structure because the text contains complex syntactical structures. Besides that, it can also be exploited to teach reading comprehension. The comprehension questions related to the content of this text might be useful for reading comprehension activities.

Most of the texts that became the source of data in this research have follow up activity for writing skill. As an illustration, for tourism object description, students are assigned to describe a tourism destination that they know. In this context, the reading text become model text for students to be learned before they could produce their own texts. So, the content, grammar, organization, diction, and writing mechanism become the model for students in writing text. This triggered the researcher to evaluate the eligible texts if they are well-developed. However, of the three texts, there is one that has problem with its organization. The following script shows the problematic text.

As a result of its large ethnically chinese population, the city boasts several Chinese temples. The greatest one is sam Po Kong (Gedung Batu), built in honour of the Chinese Great Admiral Zheng He who visited the area in 1405. Blenduk Church, a 1753 Protestant church built by the Dutch, is located in the old town (called "Outstad). Tugu Muda (Youth Monument), a monument to heroes of Indonesia's independence struggle, is located in a large roundabout surrounded by famous buildings such as Gedung Lawang sewu and the Semarang Cathedral. Pemuda street, one of the roads leading into the roundabout, is a major shopping street.

Sudarwati and

Grace (2013:169)

The first sentence of the paragraph clearly states the Chinese temples as its main topic. When reading this, readers have expectation to get detail information about the temples in the rest part of the paragraph (supporting sentences). However, this expectation is not fulfilled because only one sentence that support this idea, whereas the other three sentences present different information such as church (Blenduk Church), monument (Tugu Muda), and shopping street (Pemuda street). Such paragraph does not provide good model for students to be followed. The writers do not organize the ideas systematically. The presence of topic sentence fails to control the ideas of the following sentences. Consequently, this paragraph is not unified. This fact demands teachers' knowledge in evaluating all aspects of teaching material before using them in the classroom.

Readability

The third factor determining authentic materials is readability. The analysis of text readability was not based on the students' view about the level of text difficulties but the researcher calculates it by using online readability check, Text Readability Consensus Calculator. The consideration of using this was to examine the level of Indonesian text readability compared to the US school grade level.

Readability of the texts concerns with the level of text difficulties that covers the complexity of sentence structure and the amount of new vocabulary. The findings indicated that the dominant vocabulary level of the texts ranging from easy to fairly easy to read. So, the texts are more applicable for elementary level. This is apparent that the vocabularies in the texts are very common daily words, such as *beautiful, tall, short, slim, long, hair, face, black eyes, sharp nose, dimples, cheeks, smile, skin, color and light brown*. Reading such kind of texts will not improve students' language competence. Besides, the texts are deployed by using wide range of simple and compound sentence structures. The evidence can be seen in the extract 1 above. The dominant use of simple sentence makes texts looks like list of ideas without clear connection.

In Indonesian context, English is taught as compulsory subject from junior high school level, whereas at elementary school this is included in local content subject which are taught mostly for the 4th -6th graders. However, there are also elementary schools that include English as local content subject from the first grade. If we take the average students learn English since grade 4th, they have learned English for 7 years. This is a surprising fact that after learning English for 7 years, the students are still exposed to that level of texts difficulty. This has an impact on students' language competence. My own experience as an English lecturer in a regency in Indonesia proves that my first year students have trouble when they are assigned to write. Their problems are mostly lack of vocabulary and grammatical knowledge. When they are assigned to choose the topic freely as initial assessment to know their current writing skill in the beginning of the first semester for writing course, most of them decided to write people description, whether about their friends or family with the dominant use of simple sentences like the texts we see in extract 1 above. Their choice of topic in this context is due to the limitation of vocabulary mastery as the impact of the types of texts that they were exposed to during high school period. So, providing our students with authentic materials is highly recommended and there are numerous sources from where teacher can get the materials, such as magazines, newspapers, internet, etc. These sources provide students with real language which can improve their ability to communicate. Selecting appropriate text for students in language classroom is crucial to be done because in our context where English is taught as

foreign language, students have limited exposure to authentic English text outside classroom.

As one of the three texts that fulfill text readability, with the reading level difficult to read, the biography of Habibie contains many new vocabularies as those have been mentioned in the preceding part and complex sentence structure from which students learn different types of sentences. In addition, it contains technical terms that can add their knowledge such as *thermodynamics*, *aerodynamics*, *Habibie factor*, *Habibie theorem*, and *Habibie method* and some proper names such as *Hans Ebner*, *Lehrstuhl und Institute für Leichbau*, *RWTH Aachen*, *Oberforsbach*, *Automotive Marke Talbot*, *Deutsche Bundesbahn*, *Makosh*, *Messerchmitt-BölkowBlohm*. If genuine texts are going to be used effectively, however, teachers need to be able to address the issue of difficulty (Thornburry, 2005: 113). Related to the use of difficult authentic text in language teaching, simplifying the text is not the best solution. Teachers need to grade the task based on student's level because the use of such sentence structure and word choice help learners to get input unconsciously to further their language acquisition where they get more new words and sentence pattern. Moreover, Mishan (2005:27) suggests that authentic texts, selected by the teacher on the basis of their learner's interest will inevitably be more interesting for them than inauthentic ones, so we might well presume that this element of motivation at least will be activated by their use. Thornburry (2005: 113) asserts that "the texts that are used for linguistic purposes have usually involved using invented texts, while, for the purpose of skills development, a genuine or adapted-genuine texts are now favored". This authenticity factor emphasizes the careful selection of reading material for students. "If teachers successfully select a variety of various texts, the students will perceive reading as an interesting and valuable activity" (Arias, 2007: 2).

To choose authentic materials in teaching is not an easy task and it is challenging for English teachers. It should be done carefully based on students' level whether its vocabulary or sentence structure.

Presentation

The last factor of text authenticity is presentation. This factor concerns the appearance of the text that can grab students' attention. When a text grabs students' attention, they are willingly read the texts more or find more information about the subject. The presence of pictures or diagrams that help students understand the text or attract students' attention to read the text can contribute to the authenticity of the texts. In addition, the texts must provide students with new information that makes them worth reading.

The research findings show that almost of the texts do not look authentic. The presence of pictures does not contribute to the readers' comprehension in the real use of the texts. In line with this Nutall (2005: 178) asserts that "the intention of authentic presentation is to make the

function of the text clearer by establishing a context in which it might appear. Readers understand the text better and are more interested if they can see how it would be used”.

Only one of the ten texts might grab students’ attention due to the presence of colorful picture about Tanjung Putting National park (see figure 2-left). Moreover, it is a worth reading text because it provides information students’ do not know before. Three of the texts contain pictures but the color and size of the pictures, and the text layout do not evoke student to read as the one in figure 2 (middle), while others do not have picture at all as seen below in figure 2 (right).

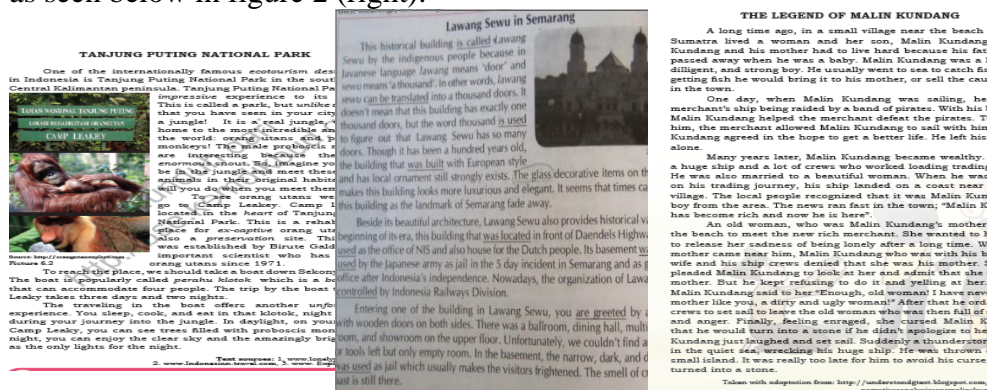


Figure 2. Text presentation

In this light, Day (2004) asserts that “if the goal of the reading class is to help the learners become readers of the target language outside of the class, attractive, well-designed passages are more of an incentive than sloppy, hard-to-read texts”.

Pedagogical Implication of Text Authenticity in Teaching EFL

Selecting appropriate reading text needs to be considered as it bridges students’ mastery on other language skills especially writing and language components as well. So, reading texts in the textbooks can be the good sources for learners to get information, learn vocabulary, or used as model text in writing various types of texts. For enhancing students’ writing skill, the content, vocabulary, grammar, organization of ideas, and mechanism in the reading texts are crucial factors that student can learn from.

The use of authentic texts, which could be taken from various sources such as internet, magazines, newspapers, leaflet, etc. is highly recommended because these kinds of texts motivate students to elevate their language competence as they can see the correlation between their learning material with the real daily life context. Preparing students with authentic materials need to be done gradually, ranging from average to difficult level texts. This is how we raise the standard of our language education so that

the main goal of language teaching, communicative competence, could be reached.

Teacher's role in helping learners to reach their goal is crucial. In this case, an English teacher has to be knowledgeable about the appropriate text that fit his/ her students' level. Texts that are too easy for their level will make them boring and they learn nothing from that. However, it also may not be too difficult. Difficult text " might be counterproductive since learners may feel that they are incapable of reading in the target language" (Arias, 2007: 133). Authentic materials have degree of complexity, however, as some researchers suggest to adjust them based on students' level, this will lessen the authenticity of the texts. In this case, the best solution is adjusting the task based on students' level as he further states "it is better to simplify the reading process rather than the text".

When using authentic reading materials in teaching language, teachers have to make use of authentic tasks. For example, teacher may assign students to write brochure of tourism objects. This brochure is then become authentic text that is used in promoting the object they describe or people description for missing people as in figure 1 above.

CONCLUSION

The authenticity of texts in English textbooks for the year ten needs to be improved. Mostly, the text are not appropriate to students' level. To enhance students' achievement in language learning, the standard of the teaching material especially reading texts must be improved so that learners can learn more from the source that they have because mostly teacher relies on the texts and activities set in the textbooks. As the students are less exposed to the English texts outside classroom, one of the ways that can be applied is by deploying authentic texts in English textbooks. When they are exposed frequently with authentic texts, their motivation could be improved because they see how the language they learn is used in real life context.

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EQUIPPING PRE-SERVICE HEALTH WORKERS WITH ADEQUATE ENGLISH IN PREPARATION FOR THE ASEAN ECONOMIC COMMUNITY

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Abstract: English has been a lingua franca among people in the Southeast Asia. As a result to the status, pre-service health workers are required to master adequate English in order to participate in the ASEAN Economic Community. In response to the need, language trainings for these pre-service health workers were conducted. The trainings included English for Occupational Purposes and cross cultural understanding. Pre-graduated students from three different departments (blood transfusion technology, medical record and health information, and pharmacy departments) in the health polytechnic of Bhakti Setya Indonesia were given the English trainings in seven consecutive days of graduate preparation trainings. Specific materials were designed to meet the needs of the graduates in relation to job seeking and coping with different culture in the neighboring countries. This article is a reflection and evaluation to the training to investigate more needs to be met in the next training in the following academic year.

INTRODUCTION

A lingua franca can be defined as a shared language and a means of communication between people who do not have the same mother tongue (Kirkpatrick, 2011, p.213) (Jenkins, 2012, p.486). It is the language used in a region where people come from different first language backgrounds. These people actually have their own native language as their first language, but when they meet people in the region where they have to use a language to communicate ideas and thoughts, a language which they can use to transfer knowledge in social to political ways. In the word of Canagarajah (2007, p.925), English as a lingua franca has a sort of “virtual speech community” where people, who are members of this community communicate in the language, and they do not have such deep knowledge in the language to successfully communicate their thoughts in the language.

Meanwhile, in Southeast Asia, English is the language of transfer among the country members in the Association of Southeast Asian Nations (ASEAN). ASEAN itself is an association of countries in Southeast Asia conveying these countries as its members: Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Phillipines, Singapore, Thailand, and Viet Nam which share their economic and society development (Waterworth, 2016, p.154). In ASEAN, English is the only official working language (Secretariat, A. S. E. A. N., 2008, p.29) (Kirkpatrick, 2008, p.27). It is clear that people whose countries are the members of this association shall use English as the working language. As a result, English has also become the second official language to be used in the member states. English will surely be the sole language which can connect people among people in the ASEAN member states, especially on the ASEAN Economic Community (AEC) which was roughly defined as the 'free trade' among people and companies throughout countries in the Southeast Asian nations.

The ASEAN Economic Community was also described in one session of the training which was on the Malay training session in *Balai Budaya Melayu* as follows.

AEC was started in the 2016 in which the free trade was enacted throughout the ASEAN region. It was a kind of economic integration of ASEAN region to face the free trade. This was designed to embody ASEAN Insights in the year 2020. A country must meet several conditions in order to have competitive goods and services among the country members in the community, such as preparing their human resources by conducting trainings aimed for them. (Burhan, 2016, p.30)

The term pre-service health workers in this article refers to the pre-graduated students from health polytechnic who will start their service once they have been graduated and accepted to work in a health facility. These students are about to enter the working world after studying and having practicum classes for one to three years. In this context, pre-service health workers are the pre-graduated students from three different departments (blood transfusion technology, medical record and health information, and pharmacy study programs) in the health polytechnic of Bhakti Setya Indonesia. These students are prepared to be health technicians in the future. One of the preparations to help them to be a well health technician is by giving them trainings to prepare them for the ASEAN Economic Community. In the ASEAN Economic Community, the trade will be done not only in goods but also in services, for instance services in health. In response to this need, special trainings should be given to the students to make them possible to improve skills related to job application in the ASEAN Economic Community era in the near future.

In response to the ASEAN Economic Community, health workers also need a specific training to help them learn more skills related to their job, even before they are graduating from the institution. The training then employed the English for Specific Purposes. Hutchinson and Waters (1987) define that ESP is an approach to language learning which is based on learner's need which means that all contents and methods are based on the needs of the students. Differ from that of the General English ESP aims at

speeding learners through a known destination which meant that everything in it has been specified (Basturkmen, 2006: 9). ESP itself has some branches, one of which is the English for Occupational Purposes, in which the course materials were developed by paying attention to learner wants and needs to make it possible for the pre-service health workers to improve their job-seeking skills before graduating through several pre-graduation trainings.

One of the trainings which was given to the pre-graduating students was a language training on English for Occupational Purposes (EOP). In the words of Kim (2008, p.2), the purpose of EOP is “to improve job-related language skills”. Answering to the job-related needs that the pre-graduating students need, the materials for the training was then suited.

In this case, English will be used as a tool to start applying for the job, which was reflected from the application forms training, such as filling in forms, writing a CV, and writing a cover letter. A further training on job interview was done on the following day to enhance the students’ ability in speaking English, moreover in answering the right way to some specific questions in the job interview. It was directly followed by an insightful seminar and training on cross-cultural understanding among people in the neighboring countries.

There was a specific reason why the language training was followed by the cross-culture understanding seminar. It was because we cannot ignore culture when we are learning a language. Language is a part of a culture, or vice versa. The pre-graduated students were expected to broaden their mind about applying for a job related to their academic background outside of their country as well as to help them prepare their mind to be ready for the different cultures which may not exist in their home country. Then, at the end of the training, the participants were given an overview on the TOEFL test and a TOEFL-Like test to assess their current language mastery.

In sum, this article is a reflection and evaluation to the training to investigate more needs to be met in relation to the student needs to learn English as a lingua franca in the next annual graduate training the next academic year.

METHOD

This article was written to evaluate some specific parts of an English training aimed for the pre-graduated students of the health polytechnic of Bhakti Setya Indonesia in the academic year of 2015/2016. The evaluation included responses rate to the training as well as the TOEFL-Like score variation as a slight description on the graduate English proficiency to help them consider the next step they would do in the near future once they have graduated from the polytechnic. The data were collected through attendance list recapitulation and TOEFL-Like test result analysis. The data were then analyzed in descriptive statistics and displayed with a histogram and bar chart.

DISCUSSION

Participating Pre-service Health Workers (Pre-graduating Vocational Health Science Students)

Referring to Burhan (2016, p.18), the total number of participants joining the training were 205, with 66 students from the Pharmacy study program, 58 students from the Medical Record and Health Information study program, and the rest 81 from the Blood Transfusion Technology study program. Those students were about to graduate in the time the training was conducted (September-November 2016). The number of participants in terms of genders and study program are illustrated in the figure that follows.

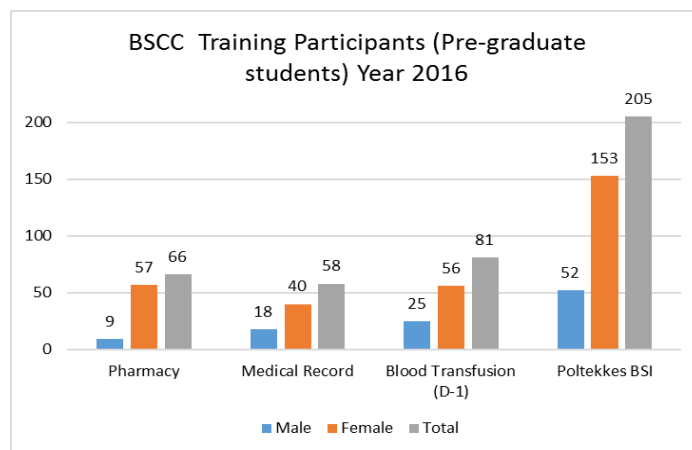


Figure 1. Total Number of Participants Joining the Training (N=205) (Burhan, p.18)

The fact that there were many active participants joining the training for seven consecutive days (for the total trainings in sum) showed that they were enthusiastic about being better in the professional life they would face in the near future. Somehow, it was because this was their first time attending such series of job preparation training.

The English for Occupational Purposes Training

The EOP training in the health polytechnic of Bhakti Setya Indonesia is summarized here:

This activity was conducted in two sessions for each study program in the health polytechnic of Bhakti Setya Indonesia. The first session was the training on writing CVs, covering letter, business email, self-introduction, job interview, and any administrative matters related to job application document in English, whereas, in the second session of the training, the participants were given illustrations on living, studying, and working abroad. They were also given illustrations on culture abroad as

well as the weather, climate, and things they had to prepare for them to be able to work or pursue their study abroad. (Burhan, 2016, p.24)

Based on the report summarized above, the English job application administration training was conducted in two back-to-back sessions in two consecutive days for each study program. It was because the program would be effective and efficient if the number of participants were not too much in each session. So, each study program was split into two groups to have the training session in their own group. In the first session of the training, participants were given the training on constructing CVs, followed by writing a covering letter and filling in a job application form. In the first session of the training, participants were given a practice session on constructing CVs and filling in a job application form. Meanwhile, in the second session, they were given a seminar on job interview which was then followed by insights on living and working abroad.

Mixing the two important part of learning a language is important to enrich the participants' view on being global citizens, i.e. the language and the understanding of different cultures exist abroad. Chen (2013, p.963) argues that language and culture cannot be separated from each other and that research regarding this has risen from day to day until the present. This is one of the reasons that the language training must be complemented with views and insights on culture.

The EOP Training Materials

As mentioned in the first part of this article, pre-service health workers were given the language training in order to make them able to master better skills in the English with their specific background; i.e. medical/health field. This was the answer for one of the aims of the Asian Economic Community in 2025 in the AEC Blueprint (Secretariat, A. S. E. A. N., 2015, p.2) i.e. to expand connections either in people-to-people, institutional, or infrastructure through ASEAN and its sub-regional projects that aid the capital movement along with experienced labor and faculties. Health workers are also one of the experienced labors who might be exchanged or worked in a health facility in the other ASEAN country. In order to prepare for the AEC experienced labor exchange, pre-graduating students in the health polytechnic of Bhakti Setya Indonesia were prepared to compete in the job application in the neighboring countries in the form of language training.

The first session material to be given to the pre-graduating students were about constructing CVs, writing a covering letter, and filling in a job application form. All materials used in the training were adopted from various sources ranging from books to internet-based materials to make sure that the material was "authentic" (Ellis, 2003, p.2). The first part of the training on EOP writing was adopted from Jacob & Strutt (2010, p.13-16) on writing CVs and a covering letter tips. Meanwhile, the material for filling in job application was adapted from My World of Work (2016) and the

forms adapted to be used in the class was retrieved from Document Templates website (2016) and form template for McDonald's vacancy was chosen since there was no brand name on the form but the form had the most application form which was commonly known in the work world. The effort was to give illustrations and simulations to the students on how and what they will do to apply for a job in the real world.

On the other hand, the cross-cultural understanding session did not need extra material because the format of the session was like a talk show, in which the speaker, who had stayed abroad both for studying and earning a living interactively asked the audience to have a discussion and gave some illustrations and description about the countries they had been living in. It was more like a motivational session with two speakers having personal and professional experiences in the foreign countries, for instance in Germany and in Australia.

The Result of TOEFL-Like Test and the Implications for the Training

At the end of the training, a TOEFL-Like test was conducted to gain information about the graduate academic English quality, preceded by a short-term workshop on the TOEFL. This was to complete the whole part of the language proficiency needed to compete in the AEC in the future. Some companies and health institutions asked for the English proficiency result for their employees, even since before the applicant applied for the job in the related health facility. It was found in some tracer study form which was sent back by some of the graduate users (health facilities or institutions which employed the vocational health polytechnic graduates) that they required their employee to have a proficient level of English as a foreign language, that is to say that they asked for their employees TOEFL certificate (or at least the TOEFL-Like certificate). They even stated that the score was needed to be reported gradually in order to assess their language proficiency.

The TOEFL-Like score of the three department graduating students were not satisfying as only a few people could reach good scores in the test. They did not even pass the minimum score to pass the government civil official test, i.e. 450 (Burhan, 2016, p.42). So, only some of them reached the minimum score using the government civil official minimum TOEFL score required in the job application. More people were on the medium low score range of the score. This implies that in the future, workshops for the pre-TOEFL test need to be more intense since the score were important to measure how many of the pre-graduating students can apply for a more challenging job, for instance a civil official test or even a job in some health facility abroad. Trainings on the tips and tricks to do the TOEFL items right is to be considered.

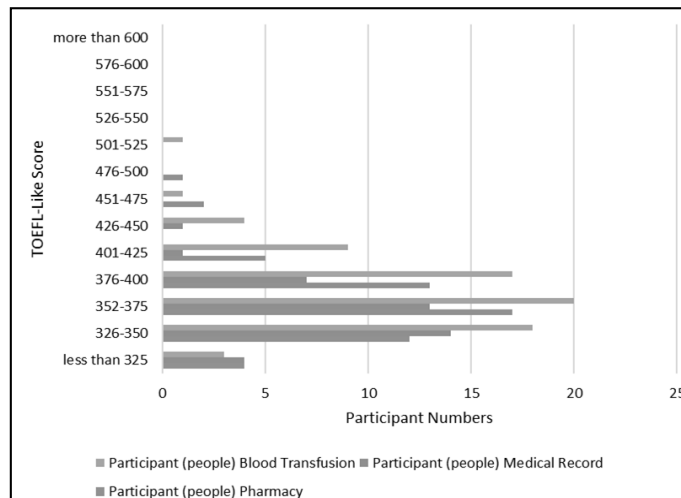


Figure 2. The Final TOEFL-Like Score (N=205) (Burhan, 2016,p.43)

CONCLUSION

In conclusion, as English has a specific role among the ASEAN countries, especially in ASEAN Economic Community, several changes will take part in the economy and social lives among its social members. One of the change was the increasing number of experienced people who work in each other's country. One of the kind was the health workers. Health workers were prepared to the era by being given trainings on language, especially on English for Occupational Purposes.

In the EOP training in health polytechnic of Bhakti Setya Indonesia, two sessions of language teaching were given and followed by the TOEFL-Like test. However, the result of the test did not give a best illustration on the pre-graduating students' mastery on English. Many of the participants got lowest than the minimum score required for applying governmental job. As a result, in the future, if the same training take place for the other pre-graduating students in the same institution, there will be more workshop on TOEFL-Like to prevent the same thing occur again. It is advisable to have further research on program development regarding the EOP training and EOP needs assessment for the next academic year students in the future.

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FACTORS OF LEXICAL ERRORS IN THE ENGLISH OF TESL STUDENTS: SEMANTICS STUDIES

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Abstract: The objective of this paper is to describe the common semantic errors made by ESOL learners in Malaysia and to find some factors why the learners did the errors in English. Therefore, the qualitative data were randomly collected from TESL students in City University of Kuala Lumpur by using documentation techniques. Furthermore, Oxford Advanced Learner's Dictionary International Student's Edition was used as a tool to investigate whether the languages (words or phrases) are correct or error. After that, two native speakers were asked to validate whether the words or phrases made by the ESOL learners are error or not. Then, semi structured interview would be used to get the reason from the participants on why they did the errors. As a result, there are 12 English vocabularies commonly used by the ESOL learners and considered as semantic error. Moreover, there are three causes why the learners get used to do the semantic errors in their English. In conclusion, the semantic errors do exist in the learners' English language. In so doing, English teacher should take an action to correct the students' English.

Keywords: Semantic, lexical, TESL and error

INTRODUCTION

Background of Study

English has been a global language. The use of English cannot be avoided in many sectors of life such as education, business, medical, politics and etcetera. Furthermore, the variety of English acquisition and learning process is occurred in several countries especially in the countries, which apply English as second or foreign language. During the time on acquiring

and learning the language there must be a lots of mistakes and also errors in the use of language.

Semantic is one of the linguistics studies in every language including English. Semantic, according to Fromkin, Rodman and Hyams (2014:140) is “The study of linguistic meaning of morphemes, words, phrases and sentences”. Therefore, this study actually focused on the semantics errors, which were made by learners of English as a Second Language (ESL).

Teaching English as a Second Language (TESL) Program at City University of Kuala Lumpur has trained students to be English teachers. Most of students are Malaysians, which consider English as a Second Language (ESL). Therefore, the use of English language in university for both in and out of classes is common for them. However, even though the students were excellent in English and even most of their English proficiency levels were upper intermediate level. It means they can speak English accurately and fluently, sometimes; they still did errors in their productive skills (writing and speaking skills) such as the students tended to say, “*I fill in the bottle with water*” rather than “*I fill up the bottle with water*”. This example actually was taken from students’ conversation in class (22/4/2017).

As a prospective English teacher, this issue cannot be free from correctness. Students should be aware of their language use. If this error became habits, it would affect English quality of their prospective students. Therefore, as a prospective English teacher, each student needs to polish up their English on using the correct words in expressing and idea, action and etc. To solve this problem, the factors of students’ errors in using the words in their productive skills need be founded so that the relevant solution could be suggested to the students.

Objectives of Study

In accordance with, the main objective of this study, the specific objectives were formulated as below:

- 1) To find out the lexical semantic errors in productive skills of TESL learners in City University of Kuala Lumpur.
- 2) To find out the factors of lexical semantics errors, which were made by the TESL learners in City University of Kuala Lumpur.

Research Questions

Therefore, related to the objectives of the study, the research questions are formulated as below:

- 1) What are the lexical semantics errors in productive skills made by the
TESL learners in City University of Kuala Lumpur?
- 2) Why did the TESL learners in City University tend to do semantics
errors in their productive skills?

LITERATURE REVIEW

Second Language Acquisition and Learning

When children acquire a language, they acquire the grammar of that language (the phonological, morphological, syntactic, and semantics rules. They also acquire the pragmatic rules as well as lexicon. Children actually are not taught language but they extract the rules (and much of the lexicon) from the languages spoken around them (Fromkin, Rodman & Hyams, 2014).

In second language acquisition and learning, learners normally contracts linguistics features of the target languages – called inter-language. Slinker (1969) introduced the word “interlanguage”, which was adapted from Weinreich’s term “interlingual” to refer to the language system that the foreign language learner created based on the data he had been exposed to. Then, Slinker (1972) observed “inter-language” and assumed that there is “latent psychological structure” in brain of learners, which is activated when he attempts to learn a second language. Slinker also discussed the problem of fossilization in terms of the learners’ native language, inter-language, and target language.

Literally, language learning is a process like learning to swim. Learners take advantages from their mistakes by providing feedbacks and create new attempts that successfully lead to the target. Related to Corder (1967) said that learners’ errors provide to the researchers proof of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language, but sometimes, the feedback from an error can be strongly negative that the learners would give up making new attempts and the learner would end up in failure. The process is presented in the following figure.

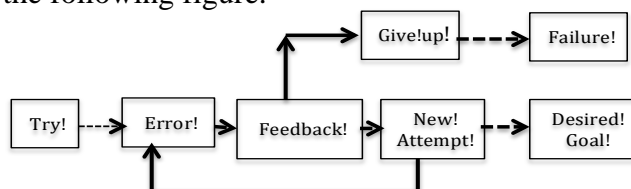


Figure 1. Feedback Process of Second Language Acquisition

The ESL learners try to communicate with English. During the practice, it is unavoidable that learners sometimes do errors and the teacher or other students correct them and give some feedback. In this situation, some students give new attempt to achieve the desired goal. However, some other students give up and end up as a failure. Therefore, the errors occurred during the learning process and it will also occur permanently if the students give up and become a failure.

Furthermore, the errors made by learners during the inter-language fall into linguistics terms; morphology, syntax, phonology, semantics and pragmatics. This study focused on lexical errors under semantics. And

according to Lightbown&Spada (1993) the suitable approach to analyze the inter-language is to study the productive skills (speech and writing) of the learners or commonly called as “learner’s language”.

Semantics

“The study of linguistic meaning of morphemes, words, phrases, and sentences is called semantics. Subfields of semantics are lexical semantics, which is concerned with the meaning of words and the meaning of relationships among words; and phrasal or sentential semantics” (Fromkin, Rodman & Hyams: 2014: 140). Literally, the origin of the word ‘semantics’ is from the French word ‘semantique’ which is related to the connotation of the words *semaino* meaning signify and *sem* meaning sign (Prasad, 2012). Thus, semantics is related to significant or meaning. In the other words, semantics is aspect of linguistics, which deals with the relations between referents (names) and referends (things) that is, the linguistics levels (words, expression, and phrase) and objects, concepts or ideas to which the refer. This definition comes up from the referential approach. This relation can be understood by triangular diagram (Figure 1. Given by Ogden and Richards (1923).

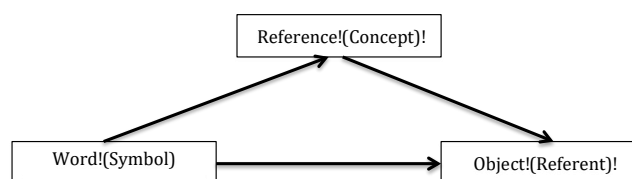


Figure 2. Referential Approach.

Symbol is the name of the object. It is the phonetic shape of the word, the sounds, which make it up and also other acoustic features, such as accent. Reference (sense of thought) is the information which the name (symbol) conveys to the hearer, whereas object is the referent or significant. The object is the non-linguistic feature we are talking about. According to referential theory, there is no direct connection between words and the object (thing) the stand for. The word symbolizes a thought or “reference” which in its turn ‘refers’ to the feature or event we are talking about.

Therefore, meaning is the significant element of any languages. The language purpose is to convey or to receive meaningful message. To convey the correct meaningful message, according to (Prasad: 2012), there are three requirements to be noted: 1) correct choice of the lexical items, 2) the language should be grammatical; and 3) the relationship between the word (signifier) and the concept (signified) should be in corresponding sequence to provide a meaningful message.

Every word is a sign of concept, it represents the meaning of some object or information, but it expressed through language, it has to follow the above three requirements so that the listener or reader may understand it

correctly. On the other hand, if the speaker or writer does not follow the three requirements, the listener or reader will not understand it correctly and the message is meaningless. This cases fall into the lexical errors on semantics studies.

Sources of Lexical Errors

According to Brown (1980), there are four sources of errors in second language acquisition.

A. *Inter-lingual Transfer*

In the beginning, mother tongue is the only linguistics program in the learner's mind and he/she only can draw that particular language in his/her thought. Therefore, the interference is unavoidable. Then, the lexical errors will potentially occur in their target language.

B. *Intra-lingual Transfer*

Intra-lingual transfer-generalization within second language occurs while the learner acquires part of the new linguistics program. Learners will generate the system of the second language and the native language. Therefore, the lexical errors in their target language are unavoidable.

C. *Context of Learning*

Actually, teaching learning process is not always correct. Sometime, there are a lot of mistakes and errors. Stenson (1974) called "induced errors" and Richards (1971) called "false concept". Their concepts concluded that: 1) there is a misleading explanation from teacher, 2) the textbook contains a faulty presentation of structure or form, 3) the pattern was contextualized improperly, 4) ambiguous vocabulary occurs because of contiguous presentation, and 5) Teacher used and teacher allowed students to use inappropriate formal form of language.

D. *Communication Strategies*

To make sure the message is delivered across, the learners use some strategies such as circumlocution, word coinage, prefabricated patterns, and false cognates. Those are capable to be error sources. Laurell (1987) drew taxonomy of inter-language error in lexical meaning.

Table 1. Taxonomy of inter-language error in lexical meaning

Linguistics Subsystem	Sample error	Description	Category
Semantics	She is a sensible person	Substitution (sensible for sensitive)	Inter-language: French lexical interference (French sensible = English sensitive)

Previous Researches on Lexical Errors

Duscova (1969), for example, investigated postgraduate students lexical errors on writing composition. The number of the students was fifty. In this study, Duscova only used four categories of lexical errors; confusion of words with formal similarity, similar meaning, misuse of words and distortions among lexical nonce mistakes. Practically, this categories are too large, for instance, misuse of words can be divided by into many subcategories.

Furthermore, by using limited lexical errors categories, Akande, Adedeji and Okanlawon (2006) found that from 225 students' lexical errors deal with only three categories on lexical errors. They are over generalization of rules, wrong analogy and wrong spelling. The students were actually from technical college students and from this study the researcher concluded that the students did not have enough competence to use the proper words related to their specializations.

Other study had been done by Zughoul (1991). He did research on Arabic students. by using 13 categories of lexical errors, he found that the most common type of word choice errors is on synonym (25 % of the errors). He stated that interference is the main cause for the lexical errors. The same area, Mahmoud (2005) examined Arabic students writing. He focused on lexical errors particularly in collocations. He found that 61 % of the incorrect combinations were because of negative transfer from Arabic language.

From the previous study, there are many ways of analyzing the lexical categories and the errors occur because of many reasons but of course different background of subjects must be different on the categories of the lexical errors and the cause of the lexical errors. Therefore, this study concentrated on common lexical errors on productive skill (speech and writing) and theoretically analyzes the reason why the students did the lexical errors.

RESEARCH METHODOLOGY

This study was designed as descriptive analysis research. The qualitative data were described in the form of inductive writing, which is characterized by the inference of the general laws from particular instance. In order to get the correct data, the samples, materials and instrument, technique of collecting data, and technique of analyzing data are well organized in the following subheadings.

Samples

The samples of this study were randomly taken from the TESL learners in City University of Kuala Lumpur. The students were prospective

English teachers. The range of the ages is from 20 to 24 year-old students. Moreover, the students use English as second language in their daily life. Furthermore, the students

Materials and Instruments

Materials

The materials used in this study were academic speech and writing from the students' assignment and presentation and discussion in one semester (4 months). The speech and writing were from four subjects namely Method of Teaching English, Morphology & Syntax, Materials Development, and Second Language Acquisition. Each subject required two presentations and two written assignment. In so doing, there were 8 organized presentations and 8 written assignments. Other than that, the discussion in class also was one of the materials of the collecting data.

Instrument

The instruments used in this study were dictionary, native speakers perception and direct interview question.

- Dictionary used in this study is "Oxford Advanced Learner's Dictionary (OALD); 8th edition " international student's edition. Oxford University Press published this dictionary in 2010.
- Native Speakers, there were two native speakers were used to give feedback whether the lexical used by the students is appropriate for the particular context or not. The native speakers were from England and Canada. Both of them have been teaching English for speaker of other languages in Malaysia for more than 3 years.

3.3 Technique of Collecting Data

The documentation technique was applied to collect the primary and secondary data. The students' written assignments and class presentation as primary data were documented by notifying the potential lexical errors. The written assignments were collected from 4 subjects and each of subjects required 2 assignments. It means there were 8 written assignments and there were four presentations because each subject required one presentation. The secondary data were documented by taking note on the students' potential lexical errors during discussion and Q & A in class.

Technique of Analyzing Data

The qualitative data were analyzed by using the stated instrument on the previous sub-heading; those are dictionary and two native speakers. The collected data (lexical errors) were analyzed the semantic meaning from the dictionary. Then the context meaning would be analyzed by the native speaker. This was to make sure the errors made by learners (speaking or writing) in English and to find the appropriate lexical to replace the errors. Furthermore, the result of semi structured interview were tabulated to by

using indicators related to the theory of semantics and second language acquisition to find out the factors of lexical errors.

FINDINGS AND DISCUSSION

Findings

This data were collected from the productive skills (speech and writing) of TESL students in City University of Kuala Lumpur and selected as the common lexical errors used in their English. The data are presented on the table below.

**Table 2. Common Lexical Errors by TESL Students
in City University**

Lexical Usage by TESL Program Students	Lexical
What time did you <i>sleep</i> last night?	<i>Sleep</i>
I was there to <i>chop</i> my letter	<i>Chop</i>
I choose the <i>red color</i> book	<i>Red Color</i>
Where do you <i>stay</i> ?	<i>Stay</i>
<i>Stay Vs. Live</i>	
My laptops <i>spoilalready</i> , sir.	<i>Spoil, Already</i>
Her father is a rich man sir, event, he has a <i>bungalow</i> .	<i>Bungalow</i>
Sir, do we need to <i>fill up</i> the on line form?	<i>Fill Up</i>
I went to the petrol station to <i>fill in</i> my car.	<i>Fill In</i>
Very good morning to all my <i>fellow friends</i> .	<i>Fellow Friends</i>
We have met students <i>at there</i>	<i>At There</i>
I did not come yesterday because I need to <i>send</i> my mother to clinic sir.	<i>Send</i>
I was a teacher <i>before</i> .	<i>Before</i>

Discussion

a. Sleep

According to the Oxford for Advance Learners Dictionary (OALD) the meaning of *Sleep* is “A condition of body and mind such as that which typically recurs for several hours every night, in which the nervous system is relatively inactive, the eyes closed”. Furthermore, both native speakers said that the students were wrong when they say, “*what time did you go to sleep*” because logically, nobody knows the time when they are sleeping. Therefore, both native speakers suggested that the students should say “*What time did you go to bed last night?*”

b. Chop

The meaning of “*chop*” in OALD is “Cut (something) into small pieces with repeated sharp blows using an ax or knife cut (something) into small pieces with repeated sharp blows using an ax or knife”. Furthermore, both native speakers agreed that the students used it wrongly in a sentence and they suggested that the sentence should be “*I was there to stamp my letter*”

c. Red Color

In OALD, the meaning of “**Red**” is a color at the end of the spectrum next to orange and opposite violet, as of blood, fire, or rubies. And “**Color**” is the property possessed by an object of producing different sensations on the eye as a result of the way the object reflects or emits light. Logically, “Red” is name of “color”. Therefore, it does not need to say “red color” since red is a color. Then, according to the native speakers, they never say the combination of those words. They suggested saying, “*I choose the red book*”

d. Stay

The meaning of “stay” in OALD is a period of staying somewhere, in particular of living somewhere temporarily as a visitor or guest. In so doing, the word “stay” is not suitable to ask about their permanent home. Therefore, the native speakers also suggest using “live” instead. Then, they suggested saying “*Where do you live?*”

e. Spoil

“Spoil” means Diminish or destroy the value or quality of something (OALD) and the other meaning is “harm the character of (a child) by being too lenient or indulgent”. Then, the word “spoil” is not suitable for that sentence that is why the native speakers suggested saying “My laptop *was broken*, sir.”

f. Bungalow

In the OALD, the meaning of “bungalow” is a low house, with a broad front porch, having either no upper floor or upper rooms set in the roof, typically with dormer windows. Therefore, bungalow is not to symbolize the fancy house. And the best way to express it is “Her father is a rich man sir, event, he has a double story house.” And the native speakers agreed to this suggestion.

g. Fill up

The OALD shows the meaning of “fill up” is an instance of making something completely full, esp. the fuel tank of an automobile. According to the native speakers, this word is “phrasal verb” that may not exist in the students’ mother tongue. Therefore, the students should say “*Sir, do we need to fill in/out the on line form?*” instead of “*Sir, do we need to fill up the on line form?*”

h. Fill in

According to OALD, “fill in” means (transitive) to complete a form or questionnaire with requested information. It is not to put something in a room or place. In so doing, the best way to express the sentence is “I went to the petrol station to *fill up* my car” and the native speakers agreed with it.

i. Fellow Friend

The meaning of “fellow” is a person in the same position, involved in the same activity, or otherwise associated with another. In so doing, it is not

necessary combine with friend or normally native speakers will not do that. The native speakers suggested saying one of those words such as “Very good morning to all my *fellows*”

j. At there

There are two words in this “at” and there”. According to OALD, “**at**” is “expressing location or arrival in a particular place or position” and “**there**” is “in, at, or to that place or position”. Therefore, “at” is not necessary in this sentence. So, the native speakers also suggested expressing it “*We have met students there*”.

k. Send

The meaning of “send” in OALD is “[With obj.] Cause to go or be taken to a particular destination; arrange for the delivery of, esp. by mail.” Furthermore, the native speakers said “send” also means the person is not with when they send you. For example, “*I send you to branch office*”. Therefore, since the student actually was with his mother to the clinic, the best way to express it is “*I did not come yesterday because I need to drive/take my mother to clinic sir.*” The native speakers agreed with it.

l. Before

According to OALD, “before” means “during the period of time preceding (a particular event, date, or time): [as prep.]” and the native said that “before” normally use as preposition can be for place or time. Therefore, “before” is not suitable for that particular sentence. It can be replaced with “**Previously**, I was a teacher.”

Lexical errors made by the TESL Learners in City University, Malaysia, can be categorized into three main causes. They are L1 Interference, Lack of Knowledge, and Social interference.

1) L1 Interference

This category is related to direct translation from mother tongue to the target language. The words that fall into this category are *sleep, stay, red color, spoil, last time, where, at there, already and send*.

2) Lack of Knowledge

This category is related to the low level of English proficiency. The words that fall into this category are *fill in, fill up, remember, career and fetch*.

3) Social Interference

This category is related to what the environment inform them such as teacher’s role, friends and parents’ role and public figures’ role. The words that fall into this category are *chop, fellow friend, and before*.

CONCLUSION

The common lexical errors made by the students of TESL Program at City University were 12 words. Those words falls in two three main causes or factors: 1) the interference of first language, 2) social context interference and 3) teachers’ role. To revise those errors, there are some suggestions that

can be taken: 1) teach the students to use English as English itself by not referring to first language or mother tongue, 2) revise the students' errors immediately if they use the error lexical or vocabulary in their daily English, and 3) please do revise the teachers English and as teachers, you have to do self correction.

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THE RELATIONSHIP OF STUDENTS ATTITUDE TOWARD ENGLISH LEARNING AND ENGLISH ACHIEVEMENT

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Abstract: The English proficiency level of Indonesian students is still far from satisfactory. One of the factors contributing to this is students' attitude towards English language learning. This research aimed to find whether there was a significant relationship of students' attitude toward English language achievement. It explored 555 students who were taking General English classes. Data treatments used were the mean score and Pearson correlation. The findings showed that the students' attitude on English language learning was on the high level. Also, their English language achievement was 76.18, which meant Above Average. The study also found that there was a significant relationship between students' attitude and their English language learning. It is concluded that it needs to keep the students aware of the importance of English language; Klabat University needs to maintain the high level of attitude on English language learning and encourage the students to be more proactive and autonomous.

Keywords: students attitude, English language learning, English language achievement, general English classes

INTRODUCTION

As the demand for university graduates with good English quality is escalating, Universitas Klabat is required to intensify its efforts in maintaining the good English quality of its graduates. Recently, Universitas Klabat had applied a new standard for General English subjects. Consequently there is a need to do continuous evaluations on the program. A lot of research activities are required to support such evaluative efforts as it is expected that those research activities can provide useful feedback regarding the new standard. Therefore it is important to do research for such purpose.

With the increasing need and ceaseless interest in learning English as a second or foreign language, it is important to study and understand the

factors that can affect the learning process since the study of language attitudes provides information which is useful in language teaching and language planning (Richards & Schmidt, 2002). Among some of the most prominent factors are students' attitudes towards the foreign language since language attitude may have an effect on language learning or, in other words, students' attitudes correlate with their achievement in English.

The teaching of English in a foreign context is interplay of various factors. The success and failure of the learners depend greatly on that interplay. One of such factors is student's attitude toward learning. Attitude is a psychological construct which is defined differently for different contexts and perspectives. Attitude towards a language can be either positive or negative, and it is an important concept in language learning for one to be successful (Youssef, 2012).

In line with theory of planned behavior, (Dörnyei, 2001) attitude exert a directive influences on behavior, because someone's attitude towards a target influences overall pattern of the person's responses to the target. Their impact is modified by the person's subjective norms (perceived social pressures) and perceived behavioral control (perceived ease or difficulty of performing the behavior).

Gardner (1985) refers attitude as "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent." (Abidin, et.al 2012). According to Spolsky (1989) attitude fuels motivation which can enhance learning. However, the issue of motivation is beyond the scope of this study. This study checked upon the students' attitude towards English language learning only.

Ellis (2003) stated that language learners possess different attitudes toward the target language, the L2 speakers, the L2 culture, the social value of learning the L2, particular uses of the L2, and themselves as members of their own culture. He confirmed that "learner attitude toward the L2 affects the level of L2 proficiency achieved by individual learners and are themselves influenced by this success." He concluded that 'learners with positive attitudes, who experience success, will have these attitudes reinforced. Similarly, learner's negative attitudes may be strengthened by lack of success' (p. 199). According to Ellis (2003) some research findings suggested that there are "cases of learners who begin with positive attitudes but who, . . . fail to progress as they expected, and consequently, become more negative in their outlook" (p.199).

As stated by Spolsky (1989) attitude is regarded as one of the crucial elements that enables the learning of an L2 such as English. He later suggested that the rate of progress of acquiring an L2 is impeded by a positive attitude. Moreover, Holmes (1992) believes that when people feel positive towards target language users, they will be highly motivated and consequently more successful in acquiring the target language. Hence, attitude plays an important role in second/foreign language learning as it

determines to a large extent the learners' behaviors, i.e., action taken to learn, or efforts employed, during the learning process.

People have attitude in order to: help them understand the world around them, by organizing and simplifying a very complex input from their environment, protect their self-esteem, by making it possible for them to avoid unpleasant truths about themselves, help them adjust in a complex world, by making it more likely that they will react so as to maximize their rewards from the environment; and allow them to express their fundamental values (Triandis, 1971, as cited in Güray 2016).

The model adopted in the study refers to Wenden's (1991) model, in which attitude is categorized into three realm, namely: cognitive, affective, and behavioral. The cognitive realm refers to the beliefs, thoughts or viewpoints about the object of attitude. It refers to "the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning" (Abidin, et.al 2012). Cognitive aspects of attitude can be categorized into four types: connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations. The affective refers to the individual's feelings and emotions toward an object. The behavioral refers to the tendency to adopt particular learning behaviors.

Attitude has been regarded as one of the most significant factors that affect the achievement in the teaching career and in the foreign language learning process. Much research has been published on EFL learners' attitudes in relevance to many international contexts, so to mention, in Jordan (Hamdan & Abu-Hatab, 2009; Bani-Khaled, 2014, Al-Saidat, 2009), Saudi Arabia (Alkaff, 20130), India (Rukh, 2014), United Kingdom and Sweden (Lennartsson, 2008), Macau (Young, 1999), Hongkong (Fong, 2004; Yu, 2010), and Japan (Galloway, 2011).

Although studies on attitude toward learning English have been carried out in several settings in North Sulawesi, studies on the attitude toward learning English of university students, especially in Universitas Klabat, are still rare. Consequently, it is important to do such research in Universitas Klabat. The finding of this research can become valuable inputs for General English teachers to make well-informed decision regarding the teaching methods in their General English classes that best suit the need of their students and also to provide important input for the English Department of Universitas Klabat on the policy-making regarding the improvement of English language teaching in General English classes that may help the university to maintain a good quality of English of its graduates.

General English teachers observed that the students in General English classes are good in oral/ speaking performance but not so the fact with grammar. It is also observed that many General English students have negative attitude toward learning English and it is assumed that this attitude

results in poor English learning achievement. Students' attitude toward learning English influences their learning achievement in General English classes, therefore it is required to do research on attitude to confirm this phenomenon.

Achievement plays an important role in learning process. It is the result of an active process of learning, a combination of efforts, skill, and hard-work. In short, achievement is the result of what students' have learnt through a period of time. In order to know how well the students have mastered their material, an achievement test is needed. Achievement test is a test that evaluates learners' mastery or understanding of a specific study. Logsdon 2014 as cited in Birahy & Sumarandak (2015) stated that, 'achievement tests are used to determine a student's academic strengths and weaknesses.

This present study attempts to find out General English student attitude toward learning English and their achievement in learning English. It investigated students' attitude toward learning English and their achievement of Universitas Klabat students in who were taking General English classes in the second semester of 2014-2015.

Based on the above-mentioned facts, this study seeks to answer the following questions: What is General English students' attitude toward learning English? What is the level of General English students' achievement? Is there any significant relationship between General English students' attitude toward English language learning and their English learning achievement?

RESEARCH METHOD

This study employed descriptive and correlative designs. The descriptive design was reflected in the use of the descriptive statistic Mean Score to discover the level of General English students' attitude toward English language learning and the level of their English language learning achievements. The correlative design was reflected in the use of the inferential statistic Pearson Product Moment to explore the relationship between General English students' attitude toward learning English and their English learning achievement.

The respondents of this study were the students who took General English classes of second semester of 2014-2015. The General English classes were comprised of: Foundation English, General English I, General English II, General English III and General English IV. This study employed convenient and purposive sampling method. The questionnaires were distributed to 20 General English classes (the first four classes in the alphabetical order, they were: General English IA, IB, IC, ID, and so on in each level) and there were 555 responses gathered and used in this study: 248 were boys and 307 were girls.

A questionnaire adapted from the study of Abidin, et al. (2012) was used to collect the data regarding students' attitude in learning English. This questionnaire was firstly translated into Indonesian and tried out for its validity and reliability. When it was computed, the statistical computation result showed 0.645 on Cronbach Alpha's scale.

In order to find out students' English language learning achievement, this study used data from students' final grade on their General English subjects. The final grade were a distribution of attendance, projects, quizzes and unit tests, mid-term test and final test. Mid-term and Final test were the highest distribution with 25% each out of 100% total point. Since the Four Corner is used as the main textbook in the General English classes in Universitas Klabat, so all the tests (unit tests, mid-term test and final test) were taken from Four Corner's test package.

The Mean Score was applied to answer research questions 1 and 2, and the Pearson Product Moment was applied to answer research question 3 after the data has met the three prerequisite tests: Normality Test, Linearity Test, and Multicollinearity Test.

The data were analyzed by using five-point Likert Scale ranging from very low, low, moderate, high, and very high which more specifically, would respectively receive a value of numbers as follows: 1 = 1.00 – 1.49: Very low, 2 = 1.50 – 2.49: Low, 3 = 2.50 – 3.49: Moderate, 4 = 3.50 – 4.49: High, and 5 = 4.50 – 5.00: Very high.

In term of achievement, the students' achievements in learning English were interpreted based on the Academic Achievement Standard of Universitas Klabat, which were as follow: A = 91-100: Excellent, A- = 85-90: Superior, B+ = 82-84: Very Good, B = 78-81: Good, B- = 75-81: Above Average, C+ = 70-74: Average, C = 67-69: Marginal, C- = 60-66: Below Average, D = 40-59: Bad, F = 0-39: Fail.

FINDINGS AND DISCUSSION

The findings of this study showed an overall mean score of 3.96 (SD = .440) which indicates a high level of attitude toward learning English. The three highest scores of attitude were Statement 27 with a Mean score of 4.71: 'Saya harap, saya bisa berbicara bahasa Inggris dengan lancar', and then Statement 9 with a mean score of 4.55: 'Saya ingin belajar bahasa Inggris lebih banyak dikemudian hari', and Statement 2 with the mean score of 4.50, 'Mengetahui bahasa Inggris dengan baik menolong saya mempelajari pelajaran lain dengan baik'. Meanwhile, the lowest score of attitude was firstly Statement 31 with the mean score of 2.25: 'Saya tidak bisa menggunakan pengetahuan dalam pelajaran Bahasa Inggris dalam kehidupan nyata' and Statement 36 with the mean score of 3.44: 'Saya mampu berpikir dan menganalisa isi dalam pelajaran bahasa Inggris', and

the last was Statement 6 with the mean score of 3.52: 'Belajar Bahasa Inggris menolong saya untuk menjalin hubungan yang baik dengan teman'. Table 1 below gives the overall picture of the mean score on students' attitude toward learning English.

Table 1. Results of mean score of students' attitude toward learning English

	Items	General English Students (N=555) Mean† (SD)
P2	Mengetahui Bahasa Inggris dengan baik menolong saya mempelajari pelajaran lain dengan baik.	4.50 (.667)
P6	Belajar Bahasa Inggris menolong saya untuk menjalin hubungan yang baik dengan teman	3.53 (.798)
P8	Saya mendapat pengetahuan dan pengertian yang lebih baik ketika belajar Bahasa Inggris	4.16 (.69)
P9	Saya ingin belajar Bahasa Inggris lebih banyak dikemudian hari	4.55 (.727)
P14	Rasa ingin tahu membuat saya belajar Bahasa Inggris dengan baik	4.06 (.738)
P20	Belajar Bahasa Inggris membantu saya mendapat informasi yang bisa saya kaitkan dengan pengetahuan yang telah saya miliki	4.06 (.780)
P27	Saya harap, saya bisa berbicara Bahasa Inggris dengan lancar	4.71 (.579)
P28	Saya tertarik belajar Bahasa Inggris	4.37 (.737)
P29	Menurut saya, orang yang berbicara lebih dari satu bahasa sangat berpengetahuan	4.23 (.847)
P30	Belajar bahasa Inggris membantu saya berkomunikasi dalam Bahasa Inggris dengan efektif	4.24 (.727)
P31	Saya tidak bisa menggunakan pengetahuan dalam pelajaran Bahasa Inggris dalam kehidupan nyata	2.25 (.908)
P32	Belajar Bahasa Inggris membuat saya lebih percaya diri	3.86 (.854)
P35	Saya suka berlatih bahasa Inggris seperti yang dilakukan para penutur asli Bahasa Inggris	3.61 (.833)
P36	Saya mampu berpikir dan menganalisa isi dalam pelajaran bahasa Inggris	3.44 (.717)
P41	Pelajaran Bahasa Inggris memiliki isi yang mencakup banyak bidang pengetahuan	3.91 (.797)
P43	Belajar Bahasa Inggris adalah tujuan penting dalam hidup saya	3.76 (.915)

+1 = very low, 2 = low, 3 = moderate, 4 = high, 5 = very high. The bigger the mean, the more the students agreed with the statement

The findings further revealed that the overall mean score for students' achievement was: Above Average, which fell into 76.18 (SD = 12.161).

Referred to the Academic Standard of Universitas Klabat, this point of 76.18 was a B- which meant 'above average.' Distributed into each faculty, we could see the mean scores were as follow: Computer Science 77.32, Economics 77.21, Nursing Science 75.53, Secretarial Science 75.33, Agriculture 74.89, Education 69.75, and Philosophy 69.39.

Lastly, this study sought to find, if any, a significant relationship between General English student attitude toward learning English and their learning achievement. The findings indicated that there was 'a significant correlation' between attitude and achievement. A Pearson correlation formula was used to examine whether there was a relationship between students' attitude and their achievement and the result showed that significant value $p = .001$, this indicated that there was a significant relationship between the student attitude toward learning English and their English learning achievement.

This is a descriptive-correlative study that focused on students' attitude in English language learning, their English language achievement, and the relationship between the two variables. This study used questionnaire to measure the attitude and English final grade to measure the achievement.

General English students of Universitas Klabat display a high level of attitude toward learning English with an overall Mean score of 3.96 which indicates that they took English seriously in their study. This study revealed that, it is always their desire or wish to be able to speak English fluently (statement 27: 'Saya harap, saya bisa berbicara bahasa Inggris dengan lancar'), they also want to study English more in the future (statement 9: 'Saya ingin belajar bahasa Inggris lebih banyak dikemudian hari') and moreover, students had no doubt that to know English well helps them to study other subjects well (statement 2: 'Mengetahui bahasa Inggris dengan baik menolong saya mempelajari pelajaran lain dengan baik'). These three statements indicated that the students realized the importance of the English language for their future career and it was reflected from their high attitude in learning the language. This result should be a reminder to English teachers that it is important to make the students love the language as they will be learning and using the language at present, at future workplace, and as long as they live. Understanding students' attitudes towards English is necessary before and while teaching the students.

This study also found out that the overall mean score for students' achievement was 76.18, which, referred to the Academic Standard of Universitas Klabat, it was B- or 'Above Average.' It is obvious that the students' achievement was high was due to their positive or high level attitude in learning English. This is supported by Yu (2010) as cited in Jain & Sidhu (2013) who claimed that learners with positive attitude in language learning will result in increasing input and better interaction in second language. It is recommended for English teachers to keep on motivating the

students to maintain the above average achievement or, it is better to escalate their achievement to be good, very good, superior and excellent.

This study also revealed that there was a significant relationship between students' attitude and their English language achievement. It simply meant that the student's attitude on English language learning affect their English grades.

CONCLUSIONS AND SUGGESTIONS

Taken together, the results of this study have provided preliminary evidence of the attitude in learning English and the English learning achievement of General English classes' students. It is hoped that this high level of attitude is maintained or even raised by giving the students more opportunity for self-access to English materials. Another way of maintaining students' high level attitude in learning English is by keeping them aware the importance of learning English in their study. If they want to hold a role in this keen competition of global market they must be equipped with the necessary knowledge, skills and right attitude towards learning the English language. The students will be serious with the subjects they think important or will help them to be success in their future (Thang & Nurjanah, 2011).

The overall findings of the study answer the questions of the study, as clearly illustrated in the table presentation of the data. The present study from the data findings concludes that the General English students of Universitas Klabat, Airmadidi - Manado, have positively 'high' attitude towards English language learning and its association with their overall academic achievement, that they have above average achievement on English language learning and there is a significant relation between attitude and English language learning achievement.

This study recommends the English teachers to keep on motivating the students and make them aware of the importance of English language for their present study and future life, maintain the high level of attitude on English language learning and encourage the students to be more proactive and autonomous alongside with the university's effort of providing more English learning materials through different resources on campus. The teachers are also need to always remind the students to maintain their good achievement and as long as they can, both parties work hand in hand for a better English learning achievement. Teachers play a vital role in changing the mindsets of the students to be more autonomous and produce more interactive and effective English language learning environment. To this extent, the university's activities should support the English learning atmosphere inside and outside classroom with a conducive and stress-free environment and interactive and creative activities to learn English. Moreover, English language resources should be available and be students-friendly to be accessed.

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CHANGING REGULAR STUDENTS INTO ASSETS IN THE GLOBAL WORLD: A CASE STUDY OF A MIDDLE-CLASS JAPANESE UNIVERSITY

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Abstract: Under “The FY2012 Project for the Promotion of Global Human Resource Development [global-*jinzai-ikusei*]” introduced by the Ministry of Education, Culture, Sports, Science, and Technology Japan (MEXT) in 2012, Fukuoka University launched a new global human resource development program called Global Active Program (G.A.P.) in 2013. This aims to foster students’ global sense, and this paper attempts to verify one of the G.A.P.courses, Global English (GE), in which students are immersed in English in various environments. For example, they attend English classes throughout the academic year, three weeks of overseas studies, and a five-week intensive G.A.P.workshop before they leave to study abroad. The positive results of the class evaluation questionnaires, VELC (Visualizing English Language Competency) tests, and Newton’s mock TOEIC tests indicate that the GE class enhances students’ attitudes toward challenges and motivation in learning English and improves their sense of global human resources and their English competencies and proficiencies.

INTRODUCTION

In response to the needs and demands of the business community and society, the Ministry of Education, Culture, Sports, Science, and Technology Japan (MEXT) introduced “The FY2012 Project for the Promotion of Global Human Resource Development [global-*jinzai-ikusei*],” which “aims to overcome the Japanese younger generation’s ‘inward tendency’ and to foster human resources who can positively meet the challenges and succeed in the global field” (MEXT 2012). Since this FY2012 project was launched, Japanese colleges and universities have been expected to make efforts to develop global human resources or show evidence of introducing globalization to society. As a result, many Japanese

universities and colleges have initiated projects that aim to develop “global human resources.”

After two years, however, MEXT altered their policy and announced the next project, “The Top Global University Project,” (MEXT 2014) which confines their funding for college globalization to some top institutions to accelerate globalization at the national level (Matsumoto & Maruyama 2016); resultantly, 37 colleges and universities were chosen as “super-global” institutions in 2014. Most of them are popular research universities where students have high English proficiency. This means that the majority of Japanese students who are studying at the other 741 institutions in Japan do not benefit from the new MEXT policies or globalization programs designed for these privileged students. This paper analyzes and verifies the effectiveness of a curriculum designed to develop global competencies for college students with low-intermediate or intermediate English proficiency and who lack experience of going abroad, based on the case of the Global English (GE) class of the Global Active Program (G.A.P.) at Fukuoka University.

Five years have passed since MEXT launched the FY2012 project, and little has been reported about the outcomes of the global human resource development at the tertiary-education level in Japan. Most publications are reports of the increased number of Japanese students participating in study abroad programs or the cultivation of international partnerships between institutions, as summarized on the “Top Global University Japan” site run by MEXT (2017). However, some researchers have analyzed the results of “global human resource” development programs. For example, Doi & Yanase (2009) and Nishide & Nagasue (2016) attempted to analyze program outcomes based on the results of TOEIC tests. Including these two studies, most current studies have depended on a single or limited resource(s) to gather students’ data. This paper, in contrast, deals with three resources: student questionnaires and two English proficiency assessments.

“Global human resources [*global-jinzai*]” is one of the key phrases in the current discussion on tertiary education in Japan. Various definitions of the term have been established, and it is often used simply as “a catchy phrase for sales promotion or to draw public attention” (Yonezawa 2014, p. 47). Given that it aims to analyze a curriculum with the goal to educate middle-class university students to be global human resources assets, just like the top university students that MEXT promoted, this paper adopts the Japanese government’s definition of global human resources. According to the final report of the Cabinet Council on the Promotion of Human Resource for Globalization Development (2010), global human resources should satisfy three competency factors: (1) linguistic and communication skills; (2) self-direction and positiveness, cooperativeness, flexibility, a spirit for challenge, and a sense of responsibility and mission; and (3) understanding of other cultures and a sense of identity as a Japanese individual. This paper uses this three-factor definition as the framework of analysis, and examines the effectiveness of G.A.P. for (1) and (2).

METHOD

Settings

Fukuoka University is the largest private university in the Kyushu district of Japan, with 19,221 undergraduate students studying in nine departments in AY2017. The average TOEIC listening and reading score of Fukuoka University students is around 400 points at school entry, as discussed below, and most of them have no or very limited international experience. Fukuoka University is, in that sense, considered a typical middle-class, general university in Japan.

Responding to “The FY2012 Project for the Promotion of Global Human Resource Development” (MEXT 2012), Fukuoka University introduced the pilot G.A.P. program to develop global human resources who could actively participate in today’s global world. The goal of Fukuoka University is to send more than 2000 students to study abroad every year within 10 years; to achieve the goal, G.A.P. has offered new classes throughout the past 5 years, and it currently offers more than 20 classes in three categories (the basic subjects, the international liberal arts subjects, and the study abroad and international internship subjects). The program is open to all undergraduate students at Fukuoka University, and they can take any G.A.P. classes, according to their needs and interests. Students who earn more than 10 credits in G.A.P. classes receive a Certificate of Completion of G.A.P. from the university. The first student to do so received a certificate in March 2016.

Among the G.A.P. classes, the oldest and most popular is the Global English (GE) class in the basic category, and this paper focuses on the GE class and data from the students who registered for it. GE is designed as one of the four elective English classes for sophomores with four credits, and it has four components:

1. GE I (one credit): a 90-minute class per week in the spring semester
2. GE II (one credit): a 90-minute class per week in the fall semester
3. GE III and IV (two credits together): Participation in (1) a 3-week intensive English program held in 10 cities in seven countries; (2) a 5-week intensive preparatory workshop (G.A.P.. workshop); (3) self-study of e-learning through the academic year

The goal of the GE class is (1) to send 200 students to a short study course abroad, and (2) to improve their TOEIC listening and reading score by 100 points in a year. In all, 185 students registered for the GE class in AY2016.

The G.A.P. workshop is a 5-week intensive program designed to prepare students to study abroad. Students who study abroad in August attend the workshop in the spring semester, and those who go in February take it in the spring semester before they leave. The G.A.P. workshop meets three evenings a week from 6 p.m. to 7:30 p.m., with a special workshop

session on one Saturday; students attend four different workshops throughout the period:

1. Communication Skill Development (three classes)
2. Interactive English (six classes)
3. Global Skill Development (one whole-day Saturday)
4. TOEIC (six classes)

Each of the four G.A.P. workshops has unique characteristics and exposes students to various contexts of communication activities both in English and in Japanese. Communication Skill Development is taught by local professional actors, who assign students various communication-related tasks in Japanese. Interactive English is taught in English, and international exchange students work as TAs in class. In this workshop, Japanese students are supposed to transfer communication skills from Japanese to English and interact with TAs in English. To further activate their English communication skills, students next attend an English workshop, Global Skill Development, on a Saturday, where they work with more international students from other universities in group activities. The TOEIC workshop is taught by professional TOEIC trainers who inspire students with the importance of accuracy in English communication and form a bridge between test preparation skills and real-life communication.

Data collection

To evaluate how the GE class and the G.A.P. program foster the globalization of Fukuoka University students, this paper uses the results of the class evaluation questionnaires, VELC (Visualizing English Competency) tests, and Newton's mock TOEIC tests.

Class evaluation and comments

As part of their graduation requirements, Fukuoka University sophomore students need to take one English class (four credits) from the following four choices: R&W (Reading and Writing), C&O (Computer-based learning and Oral Communication), ESP (Preparation for TOEIC), and GE.

In the four classes, class evaluation is conducted in June, using five-grade class evaluation estimates from 5 (strongly agree) to 1 (strongly disagree). The questionnaires deal with (a) the teacher's way of handling the class and (b) the content of the lectures. Students in one of the required classes should address 14 class evaluation statements. Here are some examples of the questionnaire statements:

1. This class arouses my curiosity.
2. This class gives me satisfaction.
3. While taking this class, I am able to set my own goals.
4. I have developed many kinds of abilities.

If students strongly agree with the statement, they check 5; if they almost agree, they check 4, and so on. This class evaluation is conducted anonymously, meaning students can offer their honest opinions.

The last section of the class evaluation is students' free descriptions, in which students can freely describe their feedback on the class they take. Their remarks provide their honest opinions about how they feel and what they think while taking each class.

VELC test

The VELC test is designed for university students in Japan to make clear what they “can do/can’t do” in their use of English, and to “what extent” they can use English. Fukuoka University introduced this test in 2013 both to measure the English scores and to compose the IE (Intermediate English) classes. All freshman and sophomore students take this test in one of their English classes in November.

This test consists of two sections —listening and reading— and each section has three parts, with 20 questions in each. Thus, the test-taker is supposed to answer 120 questions in 70 minutes. The result of the VELC test is converted into a TOEIC listening and reading score. The validity of the VELC test and that of its TOEIC conversion is well studied (Shizuka & Mochizuki 2014).

Part 1 in the listening section is a vocabulary test; after listening to English words, students select their meanings in Japanese. Part 2 is a voice analysis test; after listening to English sentences, students select the word that fits into the indicated position in the sentence (Fig. 1). Part 3 is a comprehension test; after listening to English speech, students select an appropriate sentence that comes after the end of each passage.

Part 1 in the reading section is a vocabulary test; students are required to choose the right English words translated from Japanese into English. Part 2 is an English composition test; students are required to fit a designated word into the right position in a sentence (Fig. 2). Part 3 is a comprehension test; upon reading a short paragraph, students are required to pick a correct word that is applicable to the meaning of the sentences (Fig. 3).

Figure 1: Questions in Part 2 of the listening section

- 問題
1. Some animals can () () () (*) () () () ().
- (A) as
(B) are
(C) there
(D) ants

放送される音声 (問題用紙には印刷されません)

Some animals can change their appearance as their environments change.

Figure 2: Questions in Part 2 of the reading section

2. A curious thing about the Nobel Prize **(A)** that it was initiated **(B)** by a man who did a great deal **(C)** to promote **(D)** the science of destruction. [is]
3. Many universities are debating **(A)** the issue of whether to allow laptops in the classroom **(B)** by using them **(C)** students can take good notes during the lecture but at same time **(D)** they can email friends or surf the Internet. [because]

Figure 3: Questions in Part 3 of the reading section

1. Plastic is usually made from oil _____ now it is also possible to make it from corn.
(A) or
(B) but
(C) and also
(D) unless
2. Generally speaking, European people are known to be excellent linguists, meaning that they are good at many languages. _____, it is not at all rare to find someone who speaks three or four languages, or even more.
(A) In addition
(B) However
(C) Despite that
(D) In fact

Newton's mock TOEIC test

The results of Newton's mock TOEIC test, taken by GE students at the beginning and the end of the academic year, indicate how they improve in English proficiency during an academic year. As shown in Table 4, the majority of GE students (84.7%) attained a higher score in the second test, and 41% of the students raised their score by more than 100 points between the two tests.

Results

The data collected from the three types of surveys conducted in the English classes for sophomores—the class evaluation, VELC test, and Newton's mock TOEIC test—are presented below.

Class evaluation and comments

Each table shows the average points in the four kinds of English classes for each statement in the class evaluation sheet. To focus on the effect of the teaching conducted in GE classes, the nine statements that relate to the students' motivation, activeness, and confidence are discussed.

Table 1. Statements relating to students' motivation and activeness.

Items	GE	ESP	R&W	C&O
1. This class arouses my curiosity.	4.53	3.74	3.46	
	3.79			
2. This class gives me satisfaction.	4.47	3.69	3.42	
	3.77			
3. This class enables me to study English steadily.	4.35	3.89	3.57	
	4.16			
4. This class engages my interests in English study every time.	4.43	3.64	3.37	
	3.66			

According to Table 1, the average points in ESP, R&W, and C&O classes are almost the same (i.e. less than 4), while GE classes score more than 4 points on average for all questions. It could be stated that GE classes succeed in meeting students' demands and encourage students to enhance their motivation for learning English.

Table 2. Statements relating to how the students' motivation and self-confidence improved after taking English classes.

Items	GE	ESP	R&W
C&O			
1. While taking this class, I am able to set my own goals.	4.29	3.56	3.21
	3.64		
2. I have developed many kinds of abilities.	4.40	3.76	3.50
	3.81		
3. I am motivated to acquire what I have learned in the class.	4.46	3.72	3.39
	3.77		
4. I have become confident in English by taking this class.	3.98	3.48	3.21
	3.53		
5. I am satisfied with the learning content in this class.	4.49	3.89	3.59
	3.89		

It is apparent that the GE class attained higher average points in the class evaluation questionnaire than the other types of English classes. Therefore, it could be argued that students in GE classes gain confidence and are strongly motivated to take further steps in their studies in the future. However, the result for statement 4 suggests that even though they learn English intensively for a year, it is difficult to give students enough confidence in their proficiency in English.

Students' comments in the free descriptions indicate their satisfaction with communication in English in their GE classes. Here are examples.

- Speaking-time is allotted in every class so that I could talk in English casually and also make deep communications with classmates. (Student 1)

- Communicating with others in English in the class made this class very productive and enjoyable. (Student 2)

- Since I had many opportunities to use practical English, I could acquire many things, such as English and communication skills. (Student 3)

- Though making the presentation slides and memorizing all scripts are tough, I found it rewarding. (Student 4)

It is apparent that students find value in using English in the classroom through some activities such as presentations, short conversations, and pair work. Each task was not necessarily easy but hard and challenging; however, it could be said that the GE classes succeeded in creating an enjoyable environment for students to tackle the provided tasks.

VELC Test

All undergraduate students are assigned to take a VELC test twice, specifically at the beginning of their freshman and sophomore years. Table 3 shows the score changes between the two tests according to students' choice of their sophomore English class: C&O, ESP, R&W, or GE. Two other categories are shown in the table: sports major and exchange students. However, they could be excluded from the discussion in this paper because they are extremely small groups and their English proficiency and linguistic backgrounds are very different from those of other Japanese students.

Table 3. VELC test results in 2013–2014.

Class	The number of students	Score up	Score down	TOEIC score(average)
C&O	488	158 (32.4%)	327 (67.0%)	438.4
ESP	2003	719 (35.9%)	1219 (60.9%)	411.5
R&W	1215	406 (33.4%)	741 (61.0%)	379.9
GE	130	50 (38.5%)	72 (55.4%)	486.6
Sport major	54	20 (37.0%)	29 (53.7%)	291.9
Exchange student	12	6 (50.0%)	6 (50.0%)	384.6
Total	3902	1359 (34.7%)	2394 (61.4%)	406.6

Compared with students who chose one of the other three classes, the ratio of GE students whose score increased between the two VELC tests was the highest (38.5%), while the ratio of GE students whose score went down was the lowest (55.4%).

Newton's mock TOEIC test

The results of Newton's mock TOEIC test, taken by GE students at the beginning and the end of the academic year, indicated how they improved in English proficiency during the academic year. As shown in Table 4, the majority of GE students (84.7%) attained a higher score in the second test, and 41% of the students raised their score by more than 100 points between the two tests.

Table 4. Students' score changes in Newton's mock TOEIC test during AY2016.

	Student #	Average score		Largest change
		Ratio (%)	Increase/decrease	
Total	144	---	81.5	---
+100 or more	59	41.0	154.3	275(345 to 620)
Score increase	122	84.7	101.9	275(345 to 620)
No change	3	2.1	---	---
Score decrease	19	13.2	-44.5	-100(325 or 235)

FINDINGS AND DISCUSSION

Linguistic and communication skill improvement (Factor I)

The first factor in global human resources, as defined in the Introduction, is linguistic and communication skills in a major foreign language such as English. The results of the VELC test implies that a group of students at Fukuoka University are highly motivated to study English, and that GE successfully targets this group of students with the potential to improve their linguistic skills. While the majority of students in the other classes have failed to maintain their motivation to learn English in school, as also indicated in the results of the VELC test, GE students successfully keep improving their English proficiency through their studies in usual classes, the G.A.P. workshop, and the study abroad program through their sophomore years, which is shown in the improvement of their Newton's mock TOEIC test scores.

Both TOEIC and VELC are designed to assess the test-taker's skills in communication settings, and the improvement of the scores in both tests technically means that GE students improve their skills in English

communication. In addition, all educational settings in the GE program (i.e., GE I and II, the G.A.P. workshop, and the study abroad program), primarily focus on the improvement of communication skills; from the students' positive reaction to statements 2, 4, and 5 (Table 2) in the questionnaire and the students' free comments, we can presume the positive effects of the GE class are important in the improvement of their English communication skills.

Self-direction and positiveness; a spirit for challenge, cooperativeness, and flexibility; a sense of responsibility and mission (Factor II)

In the case of GE students, self-direction, positiveness, and a spirit for challenge are clearly at a high level, as indicated in their response to the questionnaire (see Table 1 and 2). As shown in the students' free comments on the GE classes, they have developed positive attitudes toward their English communication and actively participated in challenging activities, such as speech and the presentations provided by their teachers.

For Japanese university students who have limited exposure to international environments and lack experience in other countries, participation in a 3-week study abroad program is apparently a big challenge and a mission to be taken seriously. To complete all components of the GE class during the year, students need to be flexible and cooperate with each other. Results of class evaluation and comments indicate that GE classes foster students' self-indication and positiveness.

The need for a global human resource development program for low- and intermediate-level English students

Although the data and the measurement tools are limited, all data collected and analyzed in this paper—from the student questionnaire, the VELC test results, and the Newton's mock test results—and the comments of graduates suggest that these students in a middle-class Japanese university, whose English proficiency level is not high are highly motivated to study English and study abroad. The improvement in the two English assessment tests implies that these students have the potential to become global human resources assets in the future.

The current MEXT policy (MEXT 2017) assumes that middle-class universities and colleges should learn from the successful attempts of “top global universities,” but we, as teachers, know that a one-size-fits-all approach often fails when applied to students at different proficiency levels. For example, at Akita International University, which is often referred to as a successful case of global human resource development (Katsumata 2014, 2016, Yonezawa 2016), the average score of TOEFL iTP is above 500 points at school entry, and all classes are taught in English; however, GE students at Fukuoka University are satisfied with and get benefits from the transitional introduction of English as a language of communication in the G.A.P. workshop. Nevertheless, a curriculum that targets intermediate English students may not work well for more advanced students.

CONCLUSION AND SUGGESTIONS

In Japan, the development of global human resources at the tertiary-education level currently depends on some top universities, as per the government policy. The data collected from the GE class and G.A.P. at Fukuoka University indicates that a middle-class university where the majority of students have intermediate or low-intermediate levels of English proficiency has different needs. Some of these students are highly motivated and want to play an active role in the global world, and they will benefit from programs designed specifically for them. For further verification of the GE and the G.A.P. program, it is necessary (1) to introduce measurements to assess the improvement of communication skills and other factors associated with global human resources and (2) to conduct follow-up research targeting students after taking the GE course to assess its long-term impact. It is difficult to assess the impact of a curriculum that includes a short study abroad experience; however, the data results are positive, and we can learn from each other by sharing our experiences and accumulating data to develop an effective program and objective measurements to assess criteria for communicative competency development for future use.

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**THE ADVANTAGES OF BILINGUAL
EDUCATION BY SPECIAL REFERENCE TO
LINGUISTIC, CULTURAL AND
PEDAGOGICAL RATIONALES IN TEFL AT
ENGLISH EDUCATION DEPARTMENT OF
FKIP UNISMUH MAKASSAR : A NON-
RESEARCH ARTICLE**

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Abstract: The using of bilingual in education means using two languages for instructional purposes. Specially in teaching learning in English Education Department of FKIP Unismuh Makassar, most of the teachers use English and Indonesian for instructional purposes. Based on this phenomenon, this article aims to show the advantages of the using this bilingual education by concerning linguistic, cultural, and pedagogical rationales. The article will discuss about propositions according to the three rationales by concerning the empirical facts in teaching learning process done by teachers at English Education Department of FKIP Unismuh Makassar. The facts of teaching learning process will be observed from classrooms of the teachers who teach English speciality subjects, such as ‘Structure’, ‘Teaching English as Foreign Language’, and ‘Phonetic/Phonology’. This article will show how the two languages using, for instance viewed by linguistic rationale, can influence each other through borrowing grammatical and phonological change and a bilingual education helps to control such influences. In referring to cultural rationale, a bilingual education ensures that a minority ethnic group safeguards its original native culture while participating in modernizing and innovating tendencies. The last, the proposition concerning the pedagogical rationale will show that using first language is a good basis for learning a foreign language.

Keywords: Bilingual Education, Linguistic Rationale, Cultural Rationale, Pedagogical Rationale

INTRODUCTION

Definition of bilingual education (Merriam Dictionary): education in an English-language school system in which students with little

fluency in English are taught in both their native language and English. Bilingual education is another term requiring clarification because of its variation of meaning in different circles. The following is a commonly accepted definition of bilingual education:

“Bilingual education” is the use of two languages as media of instruction for a child or a group of student in part or all of the school curriculum .(Cohen 1975, p. 18 in Malarz). It is also acknowledged that it is impossible to totally separate language and culture. Consequently, the term bilingual education includes the concept of bicultural education (Ovando and Collier 1985 in Malarz). The basic definition of bilingual education generally agreed, is the “use of two languages as media of instruction.” In other words, there is agreement regarding what the process of bilingual education is, but confusion arises when the philosophy and goals of bilingual education are discussed.

The main purpose of the bilingual program is to teach English as soon as possible and integrate the students into the mainstream of education;” or to place emphasis on cultural goals: “The main purpose of the program should be to maintain the native language and culture while the students learn English.” By placing emphasis on the linguistic and cultural side of bilingual education, confusion and controversy often arise. Although transition to the mainstream and maintenance of the native culture are both important, neither should be the central theme of the bilingual program.

That is better to teach English Language Learners (ELL) in two languages rather than the one they’re trying to learn is counterintuitive, which may be one reason it has been difficult for educators to embrace, Goldenberg (2006) says. The reason that students taught in their first language read better in their second language, he says, is no doubt because of “transfer”—literacy and other skills and knowledge seem to transfer across languages, according to the research. Students who learn decoding, comprehension strategies or the meaning of democracy in their first language simply transfer it to English. This applies not only to languages that share the same alphabet but also to languages that use different systems, although the degree of transfer is likely diminished. While there is a consensus in the research about the superiority of bilingual education in teaching ELLs, Goldenberg says, he notes that the effects of primary language instruction are modest. Bilingual education has the added advantage of helping ELLs

Among the modifications that can support ELL learning is use of familiar texts, such as texts with stories or themes from the students’ own cultures. Or, teachers can teach a unit in which students read about a topic for several days or weeks, progressively introducing more challenging material as students become more familiar with the content. Visual representation of concepts, not just a language-based explanation, provides students additional support in learning vocabulary. Use of the primary

language for clarification and explanation by an aide, the teacher or peer or volunteer is another instructional modification. The article includes many other suggestions for instructional support.

Students learning English benefit more in two-language instructional programs than English immersion, Stanford research finds. Sean Reardon, a professor of education and scholar at Stanford's Center for Education Policy Analysis, who directed the study, which found long-term benefits for English-language learners of two-language instructional programs. Like a growing number of school systems across the country, San Francisco Unified School District is tasked with educating increasing rolls of students for whom English is not their first language. In the United States, the school-aged population has grown a modest 10 percent in the last three decades, while the number of children speaking a language other than The results show that while students in English immersion programs perform better in the short term, over the long term students in classrooms taught in two languages not only catch up to their English immersion counterparts, but they eventually surpass them, both academically and linguistically.

Cloud, et.al. (2009) offer a number of suggestions:

1. to encourage students to see connections between their languages and, thus, to better understand how languages are structured and organized, talk to ELLs about their home language — ask them:
 - How is the home language the same and how it is different from English?
 - Are there words in the home language that sound the same and mean the same thing in both languages?
 - Are there words in the home language and English that sound the same but mean different things?
2. As part of phonological and metalinguistic awareness exercises to facilitate reading acquisition, ask students:
 - to say words that start with the same sound(s) in English or the L1.
3. how words are changed and formed in the home language — singular and plural forms, present tense and past tense forms of verbs — to enhance their word knowledge
4. who are new to your class, to read books in their home language to show you what they know about reading.

By using the collective skills and knowledge of all students (both ELL and English-L1 students) in the classroom, even a monolingual teacher can tap into these valuable language resources that ELLs have and do so with the confidence that these methods will promote their language development — in English as well as the home language.

An important concern becomes an evaluation of the relative importance of the perceived advantages and disadvantages of bilingual education, such decisions which attitudes as well as rationales for languages and bilingual education are considered. In doing so the rationales help to promote a consensus, by establishing a group consisting of those who attribute a particular meaning to bilingual education, and for whom a particular form of bilingual education is the only one that is relevant, valid, or real. Formulating and selecting rationales of bilingual education to confirm to personal or group interest in our present conditions.

Rationales for bilingual education make use of the evidence supplied by such disciplines as psychology, linguistics, and sociology, but in the last resort they reflect the attitudes of individuals or groups. Four main rationales have been identified; literacy, cultural assimilation, psychological differentiation, and political participation. As a result, a lengthy list of propositions purporting to justify bilingual education was discussed with small groups of teachers in Wales and later with similar groups in Scotland and the United States, belonging to different ethnic groups. From these discussions emerged a number of propositions concerning the rationales which had been discussed. (Glyn, 1981:215-252)

METHOD

This non-research article is a scientific article which is not taken from a research report, but try to describe the facts and phenomenon about teaching English as a foreign language, especially about the advantages of using bilingual education in teaching. The article discusses about propositions according to the rationales of bilingual education which are offered by Glyn in his book *Bilingualism and Bilingual Education* (1981) by concerning the empirical facts in teaching learning process done by teachers at English Education Department of FKIP Unismuh Makassar. The facts of teaching learning process have been observed from classrooms of the teachers who teach English speciality subjects, such as 'Structure', 'Teaching English as Foreign Language', and 'Phonetic/Phonology'. There are five rationales presented in this book, they are Linguistic Rationale, Cultural/Ethnic Rationale, Psychological Rationale, Socio-political Rationale, and Pedagogical Rationale. However, in this papers, it is restricted in only three rationales which is discussed relate to the advantage of bilingual education. They are Linguistic Rationale, Cultural/Ethnic Rationale, and Pedagogical Rationale by considering of the department of observed teachers, namely English Education Department. The observation was taken by both ways, directly in the classroom and indirectly by inquiring the teachers about the propositions of the three determined rationales. There were eleven lecturers observed/inquired and mostly teaching *Structure*.

DISCUSSION

The following discussions present the rationales with associated propositions in relating with the advantage of using bilingual education proposed by Glyn (1981) and the rationales and observed propositions from empirical facts which are described in this papers.

Types of Rationales and Associated Propositions (Glyn,1981)

A selection from the propositions was made, based on the subjective judgement of the members of the groups who concerned with students of all ages. The final set of propositions was administered to different samples of teachers in Britain, the United States, Belgium, and Sweden. The propositions are listed according to the category of rationale with which it is associated and the results of this empirical enquiry are discussed in each case.

Linguistic Rationales

Five propositions concerning this rationale were included:

- a. Where two languages are in contact, one influences the other through borrowing, grammatical, and phonological change. A bilingual education helps to control such influences.
- b. A bilingual education promotes greater consciousness of the nature and working of a language and leads to linguistic sophistication.
- c. Being educated in two languages and two way of expressing ideas gives the speaker greater flexibility of communication.
- d. Languages have different characteristics and attributes. For these reasons languages are worth having for their own sake.
- e. A bilingual child is likely to be less advanced in each of his two languages (for example in vocabulary) than a monolingual child is n his. The only wa of limiting or counteracting this disadvantage is a formal bilingual education.

Cultural/Ethnic Rationales

Five propositions concerning these rationales were included:

- a. A bilingual education ensures that a minority ethnic group safeguards its original native culture while participating in modernizing and innovating tendencies.
- b. In so far as the ethnic language is closely associated with traditional religious observances, a bilingual education safeguards religious institutions and religious sentiments.
- c. A bilingual who does not receive a bilingual education is likely to be at a greater disadvantage in both cultures than a monolingual is in either. A bilingual education is necessary in order to take full advantage of the two cultures.

- d. A bilingual education promotes ethnic identity by making explicit and maintaining the differences between the groups.
- e. A bilingual education help to limit ethnocentricism and to promote tolerance between language groups.

Individually Oriented or Psychological Rationales

The five propositions were the following:

- a. A bilingual education assists the emotional and intellectual development of bilingual children by ensuring the use of the mother tongue.
- b. A bilingual education, by helping to ensure a greater consciousness of the socio-linguistic environment, facilitates the ability to control that environment.
- c. Without a bilingual education a bilingual's personality may be impaired because important aspects of the tradition or traditional values may be ignored or lost.
- d. A bilingual education ensures for the bilingual a sense of security derived from identification with his kin group, and at the same time fulfillment of outward reaching psychological demand (derived both contact with the contact group)
- e. In so far as a particular language tends to impose itself upon the way a speaker of the language thinks, and education in more than one language offers greater independence of thought.

Socio-political Rationales

The five propositions were these:

- a. A bilingual education helps to undermine the political prestige of dominant groups.
- b. A bilingual education helps to ensure a more open society and a stronger democracy involving equal participation by all ethnic groups.
- c. In a society already divided b different language affiliations, a bilingual education helps to reconcile conflict.
- d. Concern for developing a bilingual education help to drain of aggressive manifestations in areas of social and economic controversy.
- e. In a bilingual community, a bilingual education is an economic necessity since it taps potential but unmanifested sources of talent.

Pedagogical Rationales

Five propositions concerning the pedagogical rationales were included:

- a. A bilingual education help to ensure closer and more sympathetic relations between school and neighboring community.
- b. Teaching the mother tongue is helpful in facilitating the acquisition of a second language.
- c. A second language offers the same kind of enrichment that a classical language like Latin and Greek used to be relied upon to provide.

- d. Learning a second language is a good basis for learning a foreign language.
- e. An educational program should reflect as a matter of principle the important positive characteristic of a community.

Rationales of Observed Propositions

In teaching learning process in teaching English as a foreign language at English Education Department of FKIP Unismuh Makassar, bilingual education is understood and applied by the teachers as a strategy or a technique in teaching process. A selection from the propositions was made, based on the subjective judgement of the teachers who taught the instructional subjects like Structure, Phonetic/Phonology, and TEFL. The final set of propositions was administered to different samples of teachers. The propositions are listed according to the category of rationale with which it is associated (Glyn,19810 and the results of this empirical enquiry are discussed in each case.

Linguistic Rationales:

- a. Bilingual education helps to control grammatical or phonological change and helps to control such influences.
- b. Bilingual education promotes greater consciousness of the nature and working of a language and leads to linguistic sophistication.
- c. Bilingual education can make students being educated in two languages, so can give greater flexibility of communication.

In some instances bilingual education is conceived in terms simply of acquiring an additional language. In this category of linguistic rationales, the teachers considered that learning a new (foreign) language would be like having an aesthetic experience. The teachers were more confident in creating the successful learning by using biligual education especially in linguistic rationale.

Cultural/Ethnic Rationales:

- a. Bilingual education ensures that all students groups (some ethnics/languages group in Makassar) could understand and participate in.
- b. A bilingual education help to limit ethnocentrism and to promote tolerance between language groups.

There are four tribes in South Sulawesi the students from, using Indonesian sometimes in the English classroom could make them interest and be motivated to engage in learning process. This atmosphere can be felt by the teachers when they use bilingual education. By concerning this cultural rationales, the teachers and the students are attached in teaching learning process.

Pedagogical Rationales:

- a. A bilingual education helps to ensure closer and more sympathetic to the students in giving instructions
- b. Teaching the mother tongue (Indonesian) is helpful in facilitating the acquisition of a foreign language.
- c. Bilingual education can minimize the misunderstanding in learning instructions.

This category is more relevant with education department, especially in teaching English as foreign language. This advantage of bilingual education could make the teachers be motivated to increase their teaching technique, so that the students are more confident to learn English.

CONCLUSION

The discussion above makes clear that the bilingual education have advantages, not only in literacy development, but in the development of problem-solving skills and other areas of cognition. We also understand more clearly the importance of bilingual education to students' understanding of self and community.

Based on the facts of teaching learning process have been observed from classrooms of the teachers who teach English speciality subjects, such as 'Structure', 'Teaching English as Foreign Language', and 'Phonetic/Phonology' at English Education Department of FKIP Unismuh Makassar, it could be concluded that the advantages of bilingual education by special reference to Linguistic, Cultural and Pedagogical Rationales in teaching English as foreign language, are :

1. Bilingual education helps to control grammatical or phonological change and helps to control such influences.
2. Bilingual education promotes greater consciousness of the nature and working of a language and leads to linguistic sophistication.
3. Bilingual education can make students being educated in two languages, so can give greater flexibility of communication.
4. Bilingual education ensures that all students groups (some ethnics/languages group in Makassar) could understand and participate in.
5. A bilingual education help to limit ethnocentrism and to promote tolerance between language groups.
6. A bilingual education helps to ensure closer and more sympathetic to the students in giving instructions
7. Teaching the mother tongue (Indonesian) is helpful in facilitating the acquisition of a foreign language.

8. Bilingual education can minimize the misunderstanding in learning instructions.

We know that, in university especially English education department has significant populations of English learners, teachers need professional development and support; they need strategies and techniques which give working successfully with English learners to develop the English ability of students. We need those teachers brought to those classroom that are struggling. We need time for educators to collaborate in figuring out how to best support their students. We need interventions that make sense, to meet the needs of students. By concerning the bilingual education, using first language is a good basis for learning a foreign language (English). In some subjects that are not needed skill to speak accuracy and fluently, bilingual education is suggested.

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CULTURAL CAPITAL OF BILINGUAL: A VIEW TOWARDS COMMUNICATIVE COMPETENCE

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Abstract: English as a foreign language has been used for various reasons in certain communities in Indonesia. The phenomenon creates a bilingualism condition, which leads to the fact that some students at tertiary level use it functioning as the second language instead of the local one for the means of communication among their peers. It refers to Bourdieu theory of cultural capital (2006) which states that education as the determinant of cultural capital aggregate chances of profit which is effective in the social space. Since the process of communication forms the interplay between two languages, it leads to the selection of linguistic and cultural knowledge which they activate in interaction. It is a fact that English language learning might be part of second culture learning and adaptation. Therefore, the concept of communicative competence that is what the speaker needs to know to communicate appropriately in particular language community is adopted to view in a particular context and communicative purpose. The paper will describe the interaction of social and cultural knowledge of English learners in English Department student community. It involves the concept of cultural capital and communicative competence in learning foreign language to manage a communication across culture appropriately.

Keywords: Cultural capital, bilingual, communicative competence

INTRODUCTION

The learners of English would experience 'two atmospheres' - the different poles to go back and forth. Coined by Larry Selinker in Ellis (1985:180), the term is called 'communication strategy' which is the account of the processes responsible for interlanguage and it has been a steady increase of interest in the learner's communication strategies since then. The definition of communication strategies is also mentioned by Stern (1983:411), i.e., techniques of coping with difficulties in communicating in an imperfectly known second language. Terrel in Jack C. Richard (1983:11)

states that communication strategies are also crucial at the beginning stages of second language learners. For example, when one does not know the English term 'train station', s/he might try to paraphrase such as 'the place where trains go' or 'the place for train'. Canale and Swain in Rod Ellis (1985:184) proposes that communication strategies are to be seen as a part of communicative competence and identifies it as "*strategic competence*" which means as how to cope in an authentic communicative situation and how to keep the communicative channel open. Therefore, communication strategies can be defined as follows:

Communication strategies are psycholinguistic plans, which exist as part of the language user's communicative competence. They are potentially conscious and serve as substitutes for production plans, which the learner is unable to implement.(Ellis, 1985:180)

Hence it has two main points, that is, conscious and productive. Bachman (1996:70) reinforces the concept of strategic competence as a set of metacognitive components, or strategies, which can be thought of as higher order executive processes that provide a cognitive management function in language use, as well as in other cognitive activities.

The processes will form the interplay between two languages. They lead to interesting phenomena in which many aspects are involved. As language is the chief means by which people communicate, yet simply knowing the words and grammar of languages do not ensure successful communication. Their interpretation depends on a multiplicity of factors, including familiarity with the context, intonational clues and cultural assumption. Phenomena like these are the concern of pragmatics, Blum-Kulka in Van Dijk proposes the formal definition of pragmatics (Van Dijk, 1997:37):

Pragmatics is the science of language seen in relation to its users (Mey, 1983:5); in other words, the focus of pragmatics is on both the processes and the product of communication, including its cultural embeddedness and social consequences.

As both of the processes and the product of communication are the main concern of this study, Chomsky's view on pragmatics that cited from Mey (1993:36) also reinforces that:

.....The proper domain of pragmatics would be what chomsky has called performance, that is to say, the way the individual user went about using his or her language in everyday life. The practice of performance would be then defined in contrast to the user's abstract competence, understood as his or her knowledge of the language and its rules.

Blum-Kulka in Van Dijk.(1997:43) defines interlanguage pragmatics as a study which concerns with the acquisition and performance of pragmatic skills in a second language. Acquisition is the representatives of competence, hence the writer is interested to examine how strategic competence- the ability to solve communication problems despite an inadequate command of the linguistic and sociocultural code- can contribute to the development of an overall communicative competence.

Cultural Capital

The term credits to Bourdieu's concept of habitus which states that educational credential due to cultural capital. His approach is characterized by a set of conceptual 'thinking tools': for example, habitus, field, capital. These are defined and their relationship to each other explained. The term of Habitus means a set of dispositions which inclines agent to act in certain way. The disposition generates practice, perception in certain way without being consciously generated by any rule. This concept relate to the phenomenon of bilingualism condition which leads to the fact that some people use it as the second language instead of national language. For instance, some of NNS students have achieved the standard qualification of the academic level to participate in AUN Program. It refers to Bourdieu thought of cultural capital that education as the determinant of cultural capital aggregate chances of profit in all games in which is effective in the social space (Bourdieu, 1991). Meanwhile On the individual level, if adult speakers have to learn another language, they try to learn it entirely. Typically, this results in a foreign accent and errors in discourse, syntax, and vocabulary Commonly a first language is used as filter to acquire a second language. Therefore, the accent of the target language is quite different in some respects. Furthermore, the amount of formal education the speaker has received seems to be a determining factor in whether or not an accent is retained, although the amount of formal instruction specifically in the new language may be, apparently because adults need somewhat simplified input to help them to acquire the second or foreign language (Krashen, 1990).

The View of Communicative Competence

The development of communicative competence consists of (a) organisation competence and (b) pragmatic competence. Organisation competence refers to ability to form a formal structure of a language and produce correct grammatical sentences or it comprises knowledge of linguistic units and the rules of joining them together at the levels of sentence (grammatical competence) and discourse (textual competence). Respectively, the competence is divided into two, that is, grammatical and textual. Grammatical competence covers vocabulary, morphology, syntax and phonology; Textual competence refers to the coherent and rhetoric. Meanwhile, Pragmatics now refers to a special perspective on different aspect of linguistic communication is described as follows: Linguistic

pragmatics...can be said to characterize a new way of looking at things linguistic [i.e. a 'perspective'] rather than marking off clear boundaries to other disciplines. (Mey in Archer et al, 2012)

Pragmatic competence defines the rational side of mind. Individuals lacking this competence would be unable to utter relevant arguments or even to form relevant thoughts. It has never been reported the existence of a culture on earth in which normal individuals would be lacking the ability to be relevant.

Pragmatic ability in a second or foreign language is part of a nonnative speakers (NNS) communicative competence and therefore has to be located in a model of communicative ability. Pragmatic competence subdivides into 'illocutionary competence' and 'sociolinguistic competence'. 'Illocutionary competence' can be glossed as 'knowledge of communicative action and how to carry it out'. The term 'communicative action' is often more accurate than the more familiar term 'speech act' because communicative action is neutral between the spoken and written mode, and the term acknowledges the fact that communicative action can also be implemented by silence or non-verbally. 'Sociolinguistic competence' comprises the ability to use language appropriately according to context. It thus includes the ability to select communicative acts and appropriate strategies to implement them depending on the current status of the 'conversational contract' (Richard, 1983: 1)

Oller in Bachman (Bachman,1996:70) points out that strategic competence refers to the mastery of verbal strategy and non- verbal strategy to overcome the failure in communication due to inaccurate competence. Thus, strategic competence consists of three components, that is, (a) assessment, (b) planning, and (c) execution. Assessment component covers the area of information recognition, including language variety or dialect, determining language competence to achieve the goal of effective communication, and evaluating the purpose of in-progress communication. Planning component consists of relevance point of language competence, that is, grammatical, textual, illocutionary and a formula to achieve the goal of communication. 'Execution' component is relevance with the mechanism of psychophysiology to carry out the planning relates to the context and purpose of communication.

Basically, psychophysiology mechanism is a neurologic and psychology process involved in phase of language use. As language activity is able to operate the model of productive and /or receptive, different skills are needed for each activity. At the receptive process, the skills of auditory and visual have important roles, while productive aspect involves the skills of neuromuscular.

Stern (1983:229) proposes that the third element of communicative competence besides grammatical and sociolinguistic competence i.e., Strategic Competence, is to know how to conduct himself as someone

whose sociocultural and grammatical competence is limited, i.e., to know how to be a 'foreigner'.

Strategic Competence in Interlanguage Development

The notion 'interlanguage' alludes to a language "between" two languages, i.e. a target language (TL) norm that a student is trying to achieve, and his first language (L1). The interlanguage has characteristics of both of these languages. However, the nature of the blending, or how "between" is to be interpreted, and it has always been vague in second language acquisition (SLA).

The main features of interlanguage, which will be used in the diagnosing system, are overgeneralization of TL rule statements and transfer from L1. In the diagnostic system, overgeneralization will be implemented as constraint relaxation and transfer will be implemented by means of an alternative L1 based grammar. Transfer is understood in the sense, which is used in SLA research.

The second language learner, at the beginning of his study, has his attention focuses on one norm of the language whose sentences he is attempting to produce. The sketch of process can be described as follow; (1) accepting the notion of target language (TL), i.e., the second language learner is attempting to learn which means that there is only one norm of the dialect within the interlingual focus of attention of the learner. Moreover, (2) focusing on analytical attention on interlanguage data (IL), i.e. the utterances that are produced when the learner attempts to say sentences of a TL. The set of utterances for most of learners of a second language is not identical to the hypothesized corresponding set of utterances which are produced by native speaker of the TL had he attempted to express the same meaning as the learner.

As the two sets of utterances are not identical, it could be relevant to the theory of second language learning, that is, one would be completely justified in hypothesizing perhaps even compelled to hypothesize, the existence of a separate linguistic system based on the observable output which results from learner's attempted production of a TL norm. It is assumed that this linguistic system is called interlanguage in which possessed by the bilinguals.

Theory of Cross Cultural Pragmatics in bilinguals

To understand human interaction we have to comprehend 'interactional' meanings expressed in speech. Unfortunately, there are many aspects involved in this interaction, as consequently a failure will come up in describing the messages. The goal of a communication is to transfer message from the speaker to the hearer. As describing meanings part of the process of understanding utterances, the hearers perceive it in their own

value. Meanwhile, there is still a gap between describing a meaning in L1 and L2 respectively.

At one time, a versatile instrument to describe a meaning is standard lexicographic descriptions of words such as question and interrogative. However, it is a general description of precision and a vague boundary for both of the words. For example, Webster thesaurus and dictionary explanation for such words;

Question - a command or interrogative expression used to elicit

Interrogative - an interrogative utterance, a question

All such explanations of interactional meanings are clearly, totally circular (Wierzbicka, 1991:6). Furthermore, they are defined in terms which is language specific (usually, English specific) and which provide no language- independent, universal perspective on the meanings expressed in linguistic interaction.

In the meantime, the process of interaction between the speakers and hearers take place in the local circumstances in which universal values of such activities are not equal. The phenomenon has emerged in the last decade that shows a growing reaction against this of misguided universalism. It leads to the transpiring of a new direction in language study associated with the term 'cross-cultural pragmatics'. The main ideas, which have informed this new direction in the study of language, are these: (Wierzbicka, 1991:69)

- (1) In different societies, and different communities, people speak differently.
- (2) These differences in ways of speaking are profound and systematic.
- (3) These differences reflect different cultural values, or at least different hierarchies of value.
- (4) Different ways of speaking, different communicative styles can be explained and made sense off, in terms of independently established different cultural values and cultural priorities.

CONCLUSION

It has been stated earlier that there are several kinds of strategic competence. The strategies basically relates to reduction strategies and achievement strategies. Reduction strategies can affect the following (a) content which can be seen as topic avoidance, message abandonment, meaning replacement; (b) modality or politeness makers;(c) speech act (communicative action). Meanwhile achievement strategies influence two areas respectively, that is,

words/sentence level and discourse level. At words/sentence level, the strategies are in the function of borrowing/code-switching, foreignizing, literal translation, and interlanguage based in the form of generalization, paraphrase, and restructuring. Whereas, discourse level can be analyzed at the form of opening and closing conversation, keeping conversation going, expressing feeling and attitude, managing attitude and negotiating meaning and attention.

What has been found in this context are reduction strategies which consist of content and modality. Whereas, speech act or communicative action is not found since the context is of a non-formal situation. Furthermore, the writer finds achievement strategies in the form of borrowing (code-switching) and interlanguage based which can be seen as paraphrase and restructuring.

The communication across culture may become less frustrating if we know that different communicative styles, and different norms of social interaction are not only universal but also simple and easy to understand to the second language learners. It can be hoped that the kind of competence can be used as a tool for investigating linguistic interaction in different cultural settings. Particularly, it can be as a basis for teaching successful cross-cultural communication.

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A BILINGUAL CHILD'S READING COMPREHENSION ON A NARRATIVE STORY: A CASE STUDY OF A-SIX YEAR OLD-BILINGUAL CHILD

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Abstract: This study summarizes the findings with regard to a case study of a-six year old-bilingual child's reading comprehension on narrative texts. The study is aimed at looking at the link between the experiential meaning of the original texts and the child's attempts in reinterpreting the original versions. The data were collected from two samples of children story books and audio recorded utterances with some non-English words were translated. Systemic Functional Linguistics Framework with the focus on System of Transitivity (process type) was used as the analysis tool in order to identify participants, processes, and circumstances in both versions. According to the findings, there is a relevant correlation between meanings of the texts and the reader's interpretation which is indicated by the huge number of material processes being shared in both texts. However, the shifts in process types occur in several clauses even though the frequency is very less. This is just a different way of the reader in reinterpreting the text. For the future research direction, the data would be more generalizable if the texts are analyzed by using multi approaches, e.g. multi-modality (grammar of visual semiotic analysis), bilingualism and multilingualism principles and theories.

Keywords: bilingual child, narrative text, systemic functional linguistics, system of transitivity

INTRODUCTION

Studies in bilingual/multilingual children's language acquisition and language development have been flourishing since a few decades ago (e.g. Brice & Anderson, 1999; Cromdal, 2004; Meisel, 1994; Meng & Miyamoto, 2012; Rubin & Toribio, 1996; Terry, 1992). Based on my preliminary observation, reading an English story book for bilingual children is a fun activity that may support their foreign language acquisition. Being much exposed to this routine, children are not only able to enrich vocabulary, but

are also able to recount the story in their own words. Although the utterances are mixed up with their mother tongue and dialects, the meaning is still understandable. In bilingualism, this phenomenon is commonly known as code mixing and code switching. Brice & Anderson (1999) suggest that code mixing or code switching may be due to the insufficiency of appropriate lexical choice at one hand, and they may be an indication of the complexity of language choice dealing with sound, cognitive, social pragmatics and language function. It is worthy to note that language function is considered as one of the reasons underlying a bilingual child to code mix or code switch the language.

According to Brice and Anderson (1999), code switching is to alternate two or more languages within one utterance, one sentence, or one part of sentence. The alternation can be found in intersentential alternations that occur in sentence boundaries (e.g. Yes, *kelasnyasudahselesai* [the class is over], *silakanduduk*[sit down]), whereas the one that happens within a sentence is called intrasentential alternations (e.g I want that *payung* (I want that umbrella). Grosjen (1982) terms the latter as “code mixing”. Krishnasamy (2015) categorises two levels of language mixing in bilingual children; ‘lexical mixing’ and ‘phonological mixing’. This former happens when children cannot find the equivalent words in English due to lack of English vocabulary or insufficiency of mother tongue repertoire, whereas phonological mixing occurs when two languages make a contact one another, and the speakers inevitably speak the second language in the way they speak their mother tongue or dialect.

In Systemic Functional Linguistics (SFL), which is grounded on M.A.K Halliday’s theories and principles, the purpose of language use is for making meaning, thus, within this study context, code mixing and code switching can be considered as parts of it. For instance, when the speaker cannot find an equivalent word of the target language to explain something, he/she will code mix or code switch the language. Another case is that the child might want to say something very personal and he/she wants only the parents to know about it. Also, mixed language in story recount can be one of the ways a bilingual child in making meaning. With these ideas in mind, there will be a relevant correlation between bilingualism/multilingualism and Systemic Functional Linguistics. To find that link, a case study on a -six year old- bilingual child’s reading comprehension on narrative text was undertaken in order to look at the link between the meaning of the text and the bilingual child’s meaning making processes.

Metafunctional meanings in narrative texts

Narrative text, as a specific type of text, has its specific social purposes. There have been extensive studies conducted in order to inform how this text unfolds to make meaning to readers. The studies employ various frameworks to approach the text. One of them is Systemic Functional Linguistics (SFL) framework that views language as a social semiotic

resource (Halliday, 1978). According to this framework, language has always three metafunctional meanings; the experiential, the interpersonal, and the textual meanings (Halliday, 1978; 1994; 2004) The experiential meaning deals with the notion of clause as representation of our experience to the world. This is realized in verb (as process), persons, things, or abstract things (as participant involved), and circumstances of time, space, location, etc. The interpersonal meaning is realization of the clause as a form of interaction between speakers and listeners within a specific context of situation. Halliday (2004) argues that a speaker may act as an informant or information seeker and require the listener to complement his/her acts. In other words, the speaker may declare, interrogate, or demand something to the listener. Another metafunctional element of the text is the textual meaning. It makes text structure as medium of communicating the intended message.

In relation to metafunctional meanings of narrative text, Correa and Dominguez (2014) found that the implementation of SFL in teaching text would assist teachers to be more flexible and effective in teaching narrative genre. The relationship between texts and readers are supposed to be a meaning making process. Serafini (2012) points out that there are four expanded social practices of reader-viewer; *navigator, interpreter, designer, and interrogator*. In this notion, interpreter is defined as the active involvement of the reader in “comprehending, understanding, constructing, and making sense” the text (p.155). Although those studies highlight the importance of building engagement between text and its reader, the term of readers is limited to native speakers of language of the text. There has been lack of research touching the engagement between text and its bilingual or multilingual readers, particularly, the relationship between the intended meaning of the text and the reader’s comprehension. To fill this void, this study was intended to shed the light on the link between the experiential meanings of the texts and the bilingual child’s story recount by identifying the most dominant type of process found in both texts.

METHOD

This study uses discourse analysis as its research method, within which an SFL framework, with a focus on System of Transitivity framework or process type, serves as a tool for analysing and interpreting the data. The framework has been introduced by Halliday (Halliday and Mathiessen 2004) as a sub set of ideational meaning that operates within the clause. This is the grammar of the clause as *representation* (Eggin 2004). Halliday (1994) argues that the experience has a very powerful meanings since it contains ‘goings-on’, such as doing, sensing, meaning, happening, being and becoming. Guijarro and Sanz (2008) sub divides the experience into outer and inner experience. Outer experience is dealt with impressions of the external world (e.g. play), that is material process, while inner

experience is referred to our consciousness or simply called mental process (e.g. think).

The process types found in the text will be identified and classified into six categories: material, mental, behavioural, verbal, existential, and relational processes. Material processes are specifically labelled to process of happening, doing, causing whereas mental processes related to perception (e.g. see, feel), cognitive process (e.g. believe, comprehend), and desideration (e.g. want, like, hate). The act of classifying and identifying, known as relational process; processes of being or becoming where it situates the participant in circumstance (Halliday, 2004; Downing & Locke, 2006). Halliday (1994, 2004) added three more categories to this process type; behavioural, verbal and existential. Behavioural process encompasses volitional process (such as watch, listen), bodily expressions (such as laugh, smile), and psychological state (such as sleep, awake) whereas verbal process deals with saying or communicating utterances. The participant is called the ‘Sayer’, usually human, and the thing being communicated is called ‘said’. The last category is existential process, all kinds of phenomena that exist or occur.

The data were obtained from two children story books, *Shhh! Little Mouse* by Pamela Allen and *The Pear in The Pear Tree* by the same author, and an audio recording of a 7 year old-bilingual child’s utterances. Firstly, I read the story books for the respondent and then he was asked to recount the story in his version. The utterances were then recorded while he was retelling the story. After that, the recording was transcribed and some non-English words were translated. At last, the original version and the spoken text were compared in order to see the respondent’s reinterpretation and reproduction of the original text. The presence of *participants, processes, and circumstances* in both versions were identified and classified in order to see if they were linked together. The most dominantly used *process type* was interpreted to inform the relation between experiential meaning of the text and the child’s recount.

DISCUSSION

The tables below depict the comparison between the original version of the story and the child’s spoken text.

Table 1. Comparison between original version of text 1 and the child’s spoken text

Original version	Spoken text (child’s translated utterances)
A little grey mouse lives in our house	
See him peeping	
Now tip-toe creeping	
Shh! Little mouse	
Who is that sleeping?	<i>He sees a cat. The cat is sleeping.</i>

Shhh! (A picture of cat)	<i>Then he(the mouse) lets the cat go.</i>
Peering, peeking, tip-toe creeping	
Shhh! Little Mouse	
What are you seeking? (followed by a sequence picture of cookies, watermelon, bread, apple, strawberry, pear, pumpkin, and cheese)	<i>Then he jump at the wall. Then he sees. Then he is eating cake, watermelon, bread, apple, strawberry, pear, pumpkin, cheese, and he drink.</i>
Careful, little mouse	<i>What's that? The water?</i>
Ooops ! (a picture of the mouse about to fall off a cup)	
Smash! (the cup fell off and water spilled)	<i>The water drops to the downstairs</i>
Oh, no! (a picture of cat getting surprised)	<i>The water goes on the cat. The cat is wake.. Splash!</i>
Quick little mouse	
Run little mouse	
Run!run!run! (a picture of cat chasing the mouse)	<i>The cat wants to catch him (the mouse).</i>
Good night, little mouse!	<i>After that good night</i>

Original text :*Shhh! Little Mouse, by Pamela Allen*

Transcription rules are adapted fromEggins& Slade (1997)

From table 1, we can see how the bilingual rephrases the original texts. Text 1 employs images more dominantly than verbal text. This visual source helps the child elaborate his story. It can be seen from his longer spoken texts in the table. However, in table 2, it can be seen that the child tried to parallel his texts with the original one. There is no much elaboration on his recount since the original version contains more detailed information and some texts are quite complex for the child.

Table 2. Comparison between original version of text 2 and the child's spoken text

Original version	Spoken text (child's translated utterances)
When John and Jane went out walking, they were busy talk, talk, talking	<i>He (John). He talks and talks.</i>
Until... 'Look,' said John. 'Look up there. I can see a juicy pear	<i>Then he sees a pear[observing the picture].</i>
They couldn't reach.	<i>Then he cannot reach</i>
They had a try	<i>And he's got the ladder</i>
What will they do?	<i>Jane gonna got the pear</i>
It's up too high	<i>She cannot reach because it's too long.</i>
They fetched a ladder. 'I am ready,' said Jane	<i>And the next one...the ladder.</i>
'You must hold it steady.' But just as Jane was reaching out, poor John let out a warning shout	

The ladder leaned	
Jane screamed	
Oooooowww!	
Now clinging to the top-most rung, just like a metronome she swung, back and forth, back and forth	<i>It back and forth, back and forth</i>
Soon John was running very fast to keep Jane up.	
It didn't last	
Jane like a fishing lure was cast	
Oooooowww!	<i>After that she (Jane) said Ooww!</i>
A bird was sound asleep that day in a pond not far away, when Jane came hurtling from the sky and landed SPLOSH-SH-SH nearby	<i>Then she splash in the water</i>
The startled bird got such a scare	
She was shot up in the air	<i>The duck go ups</i>
Jane was struggling in the water	
John reached out his hand and caught her	<i>And John help Jane. He pull the hand</i>
Now Jane was wet with dripping hair, but still they had to have that pear	<i>When is wake</i>
How will they ever reach up there?	
How will they ever get that pear?	<i>He (John) see the pear</i>
Boing... the bird dropped from the sky and landed on the branch, up high	<i>Duck go on the tree</i>
She landed plonk! in quite a state and bent the branch with her great weight	
Although she landed heavily, and bounced and rocked unsteadily	<i>And the tree is bouncing</i>
John was able to reach the pear now that she was sitting there	<i>And John gets the pear</i>
The pear was fastened very tight	
They pulled and pulled with all their might	<i>And pull and pull and catch the pear</i>
TWANG-NG! the precious pear came free.	
And the bird, as you can see, was catapulted from the tree	
She landed SHHPLOP! back in the pond, safe and sound where she belonged	<i>The duck go into the pond</i>
John and Jane now ate the pear One bite each, that was fair They ate it up, down to the core.	<i>He (John) got the pear</i>
'That's all,' said Jane. 'There is no more.'	

*Original text: The Pear in the Pear Tree, by Pamella Allen
Transcription rules are adapted from Eggins & Slade (1997)*

The two versions of the text do not use all categorized process type. There are only few of them used by the author and the child to make meaning of their texts. Let us see table below.

Table 3. The distribution of process type in text 1 and spoken text 1

Types of process	Text 1 (frequency of the chosen process type)	Spoken text 1 (frequency of the chosen process type)
Material	7	7
Mental	1	4
Verbal	0	0
Behavioral	5	0
Existential	0	0
Relational	0	1

According to the data, the child's reinterpretation of the text positively correlate with the text maker's intended meanings. This is indicated by a greater number of material processes being used throughout the text. Here are some examples of the text analysis:

Text 1	Spoken text 1
What are you <u>seeking</u> ?	Then he <u>jumps</u> at the wall. (material process)
(material process)	Then he <u>is eating</u> cake, watermelon, bread, (material process)

Material processes imply a sense of action and movement in the text and make the character in tale dynamic. It is a contribution to the story line by showing the child about the 'doings' carried out by the characters (see him *peeping*, now *tip-toe creeping*, who is that *sleeping*?). Also, this process type is used by the child to retell the actions of the participants in his spoken text. The words "jump", "eating", "go", "drink" represent the "doings". While other four mental processes (sleeping, see, sees, wants) are representations of the child's perceptions for the textual and visual reality that are being illustrated in the text, the original text uses behavioural process (*peeping*, *tip toe creeping*, *peering*, and *peeking*) as the second dominant feature for construing the manifestations of the "the little mouse's intrinsic characters". Let us study these examples:

Original text:

1. Who is that sleeping? (a picture of big brown cat)
2. Run!run!run! (a picture of cat chasing the mouse)
3. See him *peeping*. Now *tip toe creeping*.

Child's recount:

1. He sees a cat. The cat is sleeping.
2. The cat wants to catch him (the mouse).

The underlined words indicate a mental process. The child did not rephrase sentence no. 3. Further comparison between process type of the original text and the child’s reinterpretation can be seen from this table below.

Table 4. The distribution of process type in text 2 and spoken text 2

Types of process	Text 2 (frequency of the chosen process type)	Spoken text 2 (frequency of the chosen process type)
Material	34	15
Mental	5	2
Verbal	1	0
Behavioral	2	2
Existential	1	0
Relational	12	3

It is clearly depicted that material processes still dominate throughout the narrative story and the spoken text, while relational processes are other ‘stand out’ experiential meanings of both texts. This feature is used to specify the characters and quantify their emotions. The relational processes identified are “had”, “to be (is)”, “like”, “got” and they function as descriptors or identifiers of the characters, as shown in the following examples: “ They had a try”, “It’s up too high”, “...just like a metronome she swung”, “...because it’s too long”. Although existential meaning was only one word found in text 2, it still contributes to the meaning of text in terms of quantity of an entity or where the thing is situated in the story. The identified existential unit is “There is no more”. The sentence means that ‘there is no pear, nothing left’. At this stage, the child’s version of the narrative story is quite similar to that of the original version. This is because the sentences of the original text are more complex and condensed than text 1. Thus, there is a little space for the reader to be more creative in reinterpreting the meanings. The child just paraphrased the verb processes and simplified the longer clauses.

In terms of circumstance types, the child used the same type of circumstance with the original texts. He just tried to use synonyms of words or phrases indicating those circumstances. Look at these sentences: *A bird was sound asleep that day in a pond not far away, when Jane came hurtling from the sky and landed SPLOSH-SH-SH nearby.* The child recounted: *Then she sploshin the water.* Another example: *The bird dropped from the sky and landed on the branch.* The child’s version: *And the duck go on the tree.* The words “in a pond” was changed into “in the water” and “on the branch” was replaced by “on the tree”. Also, there is a shift in the ‘subject’ of the sentence: “*the bird*” was changed by the words “ the duck”. The child perceived the image of “a lazy bird” in the text as “ a duck” in his

sense. From those examples, it can be understood that the child's recount implicitly tells us how the child approaches differently each text and make meaning of them, whereas vocabulary choices for participants and circumstances are not a big issue within this case.

This study analyses process type in narrative texts and a bilingual child's reinterpretation of those texts in order to uncover the link between the experiential meanings of the text and the child's meaning making of the text. The result shows the highest frequency of material process being used in both texts. This is an indication of positive correlation between the original version and the child's spoken text. The child is able to parallel himself with what the text author intend to make meaning. However, several shifts in verb types have been found in the respondent's text. This reflects the ability of the child to rephrase the original texts and to approach each text differently in relation to their multi modes of features. Other units of transitivity system; participants and circumstances, do not show differences in types from the original versions.

CONCLUSION

To conclude, there are a few important things that this study needs to meet in order to get comprehensive and more generalizable findings. First, the analysis of representational meaning of multimodal text is necessary to be co-deployed with system of transitivity since the samples of story book does not only use written texts, but images, colors, vector, eye lines and other visual semiotic resources are also illustrated to make meaning throughout the story line. Second, this research is a case study where the findings and conclusion might not be generalizable to the same case. Therefore, to minimise this problem, there is a need to analyse data from bilingualism perspective. Specifically, the findings relating to code mixing and code switching in the child's utterances. By doing multi approach, the readers might have a more comprehensive picture of research outcomes. Third, future studies on the collaboration between bilingualism theories and systemic functional linguistics need to be rigorously undertaken.

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THE EFFECTIVENESS OF SOCIAL NETWORKING AND GENDER ON ENHANCING THE ENGLISH WRITING ACHIEVEMENT

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Abstract: This study investigated the difference in students' writing achievement by gender and the use of social network (Facebook and blog). The respondents of this study were 60 (30 males and 30 females) fourth semester students taking the writing class in the English department of a private university in the academic year of 2016/2017 chosen based on cluster random sampling. The study used two instruments: a writing test and questionnaire from which data we then analysed statistically. The results revealed that the use of social networking affected on the students' writing achievement ($p\text{-value} < 0.05$) with the mean score of *blog* was higher than that of *Facebook*. Moreover, the different genders gave significant effect on students' writing achievement ($p\text{-value} > 0.05$) with the mean score of females was higher than that of males. However, gender based social networking had not shown significant interaction on the students' writing achievement in this study.

INTRODUCTION

It is clear that learning English as a foreign language is complicated enough that many Indonesian students find it difficult to master English skills including writing. Writing skill is needed in many sectors as education, industry, journalism, and many others. Besides, it is one of crucial skills to learn since it can be used as a tool to convey meaning. However, Ngonyen (2008), Kroll (1990), Tyner (1987) & Byrne (1988) claim that writing is the most complicated skill that foreign language learners may have. The difficulties might be caused by lack of grammatical structures, vocabulary, and punctuations that make students hesitate to write down their ideas. Meanwhile, students are expected to write good essay since it is a necessary skill of the English. Students also learned how to write when they were in junior and in secondary schools; however, they were not able to write good essays when they were in higher education. This case is also faced by the students of Pamulang University. It can be proven

by seeing the midterm and final exam results; the result of writing final exam got less progress.

In writing process, students face some difficulties: correct structural sentences, relevant ideas, correct punctuations, proper capitalization, correct essay organizations, word choice, spelling, and others. Taylor (1994) claims that students should create proper ideas, structure, and coherence in writing an English writing, and these things make students unenthusiastic to write well. Besides, students having different sexes may have different ways to learn. In this case, females tend to have good writing organization, but when they need to explore the ideas orally, they need more time to share it; meanwhile, males tend to be hurry in doing something. Females create better ideas than male students. Chiu (2008) supports the fact that females write better than males. Therefore, it is crucial for teachers to know the males and females' characteristics in learning. Knowing gender differences, the teachers can achieve learning objectives. On the other side, the students can gain great writing achievement. Each gender will have the different interest in using particular media to write; it means they have their own ways to enhance their learning process. Students' writing achievement can be affected by several variables: gender, social class, age, and motivation (Attiyat2016). Furthermore, he states that female and male learners have distinctive attitude in writing process. Female learners have more good organization, and they are able to do more tasks and revise them. Meanwhile, male learners can write more ideas if they write related to science, technology, or current issue. Moreover, (Kamari et al. 2012) stated that females had more effort and great work in writing ideas than males as they wrote earnestly and worked hard to create relevant ideas, and made good ideas. Related to females' hard work in English writing, females were able to create more and it was such coherent paragraph; meanwhile, males prefer arguing than writing. It can be concluded that females were able to write their ideas in good chronological order; they knew how to choose appropriate connectors. However, males were good at expressing their ideas with their speech. It can be assumed that genders play important role in enhancing students' writing achievement.

Moreover, there is no doubt that there are various strategies to enhance students' writing achievement: the use of collaborative strategies or interaction communication and technology. Some universities and schools have implemented the use of interaction communication and technology (ICT) in teaching writing. It is one digital tool that can be used to transform learning; it provides computer that can be used as a visual way to help writing process (Sutherland et al. 2006). In reality, most students seldom use Facebook for education matters like chatting about assignment, sharing knowledge, or writing ideas in English. However, students are able to use it as a tool to upgrade their knowledge and enhance their writing ability since it provides students a lot of wonderful features that support them to learn

new things. Therefore, social networking, Facebook enhances students' writing; it is not talking about the final product, but it increases students' sensitivity and awareness to write (Simmons 2013). In addition, it gave the effect on students' vocabulary and grammar. Annamalai (2015) concluded her study that Facebook could create a good interaction between teachers and students, and students and other students. However, this interaction just increased the structural sentences not in a content of their ideas. Facebook also allowed students to share and ask some questions to teacher and their peers. The last scholar who investigated the effect of Facebook on students' writing is Ping (2015). His finding showed that Facebook features facilitated students more private, flexible, and joyful environment that made the students gain better writing achievement.

Moreover, blog is digital media that helps students improve their writing ability as it provides large space for students to write more ideas. It is also a media to elaborate many topics and discuss with their peers. Zhang (2009) found that blog facilitates the students' critical thinking skills, provides the students model to learn, impacts on students' quality of writing, and gives motivation and self-confidence. In another study, (Kashari et al. 2013) added his finding that the students gained a significant progress when they used blog in writing. The improvements were content, organizations, vocabulary, language use, and mechanism. Lin (2015) also found similar finding that blog treatment improved students' motivation and self-efficacy in writing ideas. Another study was from Kizil & Arslan (2012) who found that it was obvious many students gave their positive perception towards the effect of using blog on their English writing. This improvement was related to students' awareness. In short, blog was able to improve students' English writing as it facilitated them to create more ideas and good interaction. This good interaction made students produce more idea in a large space offered by blog. Teacher and other students would help each other; therefore, the final product of writing was better.

The focus of this study is limited to examining the use of social networking and distinctive genders to their impact on students' writing achievement at English Department, Faculty of Letter of Pamulang University. To be more specific, Facebook and blog as social network and gender differences were used in this study as independent variables. The importance of knowing gender differences and proper media for students to write is one of ways for teachers to encourage and enhance students' writing achievements. Moreover, both students and teachers are able to achieve their learning objectives. Therefore, this study was limited to find out the effect of Facebook and blog as social networking and gender difference on students' writing achievement and to find out interaction between students' genders and social networking on students' writing achievement.

METHOD

This study was carried out in Pamulang University, South Tangerang in October 2016. The participants in the present study were 60 literary students of English Department of Pamulang University who were in the fourth semester. The writer randomly selected the students who used Facebook, and the students who used blog in writing process. They were divided into four groups: females used Facebook (15), females used blog (15), males used Facebook (15), and males used blog (15).

In this study, the writer used causal comparative research. Causal comparative design involves selecting two or more groups that differ on a particular variable of interest and comparing them on another variable. It also determines the consequences of differences that already existed among groups of individuals (Walen 1993). In addition, two instruments were used in the process of doing the present study. Initially, all groups had pre-test and post-test of writing in order to measure students' writing abilities. Second, the writer distributed the questionnaire to the students. It was used to obtain some information on students' general information including name, age, gender academic major, background, and reasons of studying English. The questionnaire was adapted from Salem (2006).

In data analysis, the data had been analyzed descriptively and inferentially. Descriptive analysis covers the mode, median, range, mean, and standard deviation. Then, the result of descriptive analysis is meant to give information concerning the students' scores. Furthermore, the inferential analysis had been done by using two-way ANOVA for hypotheses testing. All of these analyses had been completed by using SPSS version 17.

FINDING AND INTERPRETATION

Table 1. Tests of Between-Subjects Effects

Dependent Variable: Writing Test

Source	type iii sum of squares	Df	mean square	f	sig.
corrected model	1294.317 ^a	3	431.439	3.545	.020
Intercept	284144.017	1	284144.017	2334.973	.000
Gender	714.150	1	714.150	5.869	.019
social network	522.150	1	522.150	4.291	.043
gender * social network	58.017	1	58.017	.477	.493
Error	6814.667	56	121.690		
Total	292253.000	60			
corrected total	8108.983	59			

Table 1 shows whether there is difference between gender and writing performance, the use of social network and writing performance, and interaction between gender and social network on students' writing performance or not.

3.1 *Is there a significant difference of writing achievement between male and female?*

Based on Table 2, for the first category of genders, the p-value is $0.019 < 0.05$. Therefore, the null hypothesis (Ho) is rejected; it means there is a significant different result between two genders: female and male on their writing performance.

3.2 *Is there any significant difference of writing achievement among students who used Facebook and students who used blog?*

Based on Table 2, for the second category of social network, the p-value is $0.043 < 0.05$. Therefore, the null hypothesis (Ho) is rejected; it means there is significant different result between two social networks: Facebook and blog on students' writing performance.

3.3 *Is there any significant interaction of gender differences and social network on students' writing achievement?*

Based on Table 2, for the last category, the interaction between genders and social network on writing performance, the p-value is $0.493 > 0.05$. Therefore, the null hypothesis (Ho) is accepted; it means there is no significant interaction between genders and social network on students' writing performance.

Table 2. Gender

Dependent Variable: Writing Test				
gender	mean	std. error	95% confidence interval	
			lower bound	upper bound
male	65.367	2.014	61.332	69.401
female	72.267	2.014	68.232	76.301

Table 2 reveals that female mean score (72.267) was higher than male mean score (65.367). It can be inferred that female was more successfully than males in using social media to enhance their writing performance.

Table 3. Social Network

Dependent Variable: Writing Test

social network	Mean	std. error	95% confidence interval	
			lower bound	upper bound
Facebook	65.867	2.014	61.832	69.901
Blog	71.767	2.014	67.732	75.801

Table 3 reveals that between social network, the blog score was higher (71.767) than the Facebook score (65.867); it means the use of blog was more successful than the use of Facebook.

This finding is in accordance with Annamalai (2015) who found that Facebook could create a good interaction between teachers and students, and students and other students. (Lin et al. 2014) claimed that computer-aided environments increased students' fearfulness when they were writing on social network. This fear appeared due to they were hesitant to create many mistakes. Females tended to be more seriously in writing and could develop more vocabulary (Lakoffs 1975). This fear appeared due to they were hesitant to create many mistakes. Similarly, (Khamari et al. 2012) claimed that gender showed its distinction when they were writing in which females performed better as they tried to be more careful in order to avoid making mistakes in their ideas. However, Armstrong & Retterer (2008) found that the use of technology did not guarantee better performance of students in writing, and it did not automatically make them more capable. Furthermore, Korkut's (2005) study has different result with others. He claimed that females and males did not show any different communication skill when they used social network.

CONCLUSION AND SUGGESTION

The basis of this study was using the different social network: Facebook and blog on female and male students' writing achievement. The result of this study showed that genders and the use of social network could strongly effect on the quality of writing essays and improvement on the students' writing achievement. Furthermore, the writer found that distinctive genders gave different results on their writing performance since they had diverse attitude when they used Facebook and blog whereas females could do more tasks, had good eagerness in revising their ideas, tended to be more active to get correction and ask solution for it. In contrast, males felt hesitant to write more ideas and revise their errors. Besides, they needed longer time to revise their ideas than females did. In addition, they seldom publish their personal matter on social network. Furthermore, social network gave strong

influence on students' writing performance. Both female and male could interact well with the use of these tools. Facebook and blog successfully affected on students' writing performance since it helps them detect their mistakes and push them to do proofreading before they publish the final draft. For the last category, although this study found positive effects of two independent variables: gender and social network on students' writing, it could not find the interaction between social network and gender on students' writing performance.

Moreover, this study could find answers to the research questions posted at the beginning of the study and investigated the hypothesis resented then. Therefore, it is suggested that applying social network and recognizing well the students' characteristics should be included in writing process.

ACKNOWLEDGMENT

The writer delivered her gratitude thank for Mrs. Djasminar Anwar, BA, Pg. Dipl, M.A as the head of English Faculty of Letter for supporting her to conduct this study.

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PROJECT BASED LEARNING FOR CREATING SWAY ABOUT PLANT TO IMPROVE STUDENTS' WRITING SKILL PERFORMANCE

D. Fakhmawati

Madrasah Muallimaat Muhammadiyah

Abstract: Difficulties experienced by students in learning English writing are due to lack of materials to develop ideas, linguistic competence, and less motivation in monotonous writing activities classroom. The project-based learning with technology involves environment and internet. This project gives opportunities to students to observe, to read, to discuss and to analyze the materials and helps students create writing product and publishing their product widely. In project-based learning model with technology, students require to new knowledge, practice skills to design, plan and produce multimedia products. Getting activities with nature to find writing materials give students ease to develop ideas on writing. It means that a project-based learning involving natural environment and technology in the task could be an alternative model for writing instructions, which is interesting and helps to train writing skill. At the end of the lesson, the students managed to build knowledge about writing a report text about plant and published the text through Sway. They also got opportunities to do research activities like observing plants and gathering other data research including authentic materials reading, analyzing, and discussing to build the report.

Keywords: *Project Based Learning, technology, research activities, collaboration*

INTRODUCTION

Writing lessons especially in English subject is not an easy learning activity, especially for junior high school students. In some of observations there were some problems occurred whereby students complained that they got difficulty in finding and developing ideas. Some students complained about their lack of motivation due to monotonous writing activity and less fun. They just wrote in one sitting.

Their difficulty to find and develop ideas could be because they do not get appropriate stimulation and materials during the writing process. Meanwhile, they also lack of grammar and vocabulary because of inadequate reading activities especially for authentic text that can help them giving ideas and new vocabulary. Their learning motivation became less

because of monotonous writing activity which only involving paper and pen. They only write without doing other activity that enable them to activate other skills such as observing, reading, listening and creating.

Hyland (2002:23) states that writing is not something to be taught and teacher's role cannot teach directly except help to give adequate space for the learners to find ideas and to develop them through conducive environment. Teacher needs to give guide and meaningful context; i.e. writing in context of making research report. This can be coped by providing authentic resources which can give good input (Williams, 2005). According to Oxford (2006) involving technology in writing assignment is a motivating way to expose their learning outcome (Gruba, 2004).

Nevertheless, in a technology involving learning it is essential to considerate some thoughts. According to Chapelle (1998) the assignment should provide opportunities to receive input, to involve in interaction and to produce output. Olano (2014) says that in project based learning with technology the learners need new knowledge, practicing designing skill, planning and resulting multimedia product. Therefore, this kind of PBL can be used alternatively as an interesting writing instructions and help to practice on writing skill. This paper describes about how a writing learning in a project based learning which involving computer technology (office word, internet and Sway) and research activity to overcome learners' problem of finding and developing ideas and to increase their motivation to write.

The idea developed in this classroom is to use project based learning for creating Sway about plant. In the project, students not only attend to classroom but also working outside the classroom to observe plants and to do re in library to complete data and make the sway. This will help students to get and develop ideas easily in writing activities and will motivate them in learning writing.

Project based learning

Project Based Learning (PjBL) is a model of learning with student-centered approach that takes place in a long term or short-term period. With a student-centered approach, PjBL provides opportunities for students to work collaboratively in groups, to solve problems and to yield language production (Moss & Van Duzer, 1998).

To accomplish the main task, the learners have to collaborate in groups to plan, organize, negotiate, and deal the job among the group members. The Completing project by accomplishing task of language production is the main purpose of PjBL (Stoller, 1997).

Moreover, PjBL is an appropriate learning model in that provides an excellent opportunity for learners to practice critical thinking, collaboration, problem solving, oral and written communication, sharing ideas, building new knowledge, interpreting and producing (Bilsborough, 2013).

Sway

Sway is an internet application developed by Microsoft. It can be accessed in www.sway.com. A sway can be used a teaching learning program as presentations, e-textbooks, picture books, experiment and research reports, artwork or multimedia portfolio, dictionary, book and film reviews, professional learning resource, flipped learning content delivery, et cetera. A sway constitutes some platforms such as image, audio video, and embedded links. It means a Sway is also a multimodal text.

According to Egbert (2005:7) a multimedia computer application is a software which is used to produce a kind of language product creatively i.e. making a text into a multimodal text. Multimodal text constitutes written media with audio, image or motion media (Hyland, 2002:44; Erben, 2009:80, Egbert, 2005:14). Sway is an internet base presentation tool with several platforms which can be used as media for presenting or publishing multimodal text as stated by Kress and Bezewr (2008).

According to Hyland (2002:74) technology has given huge influence in creative text production. Texts which are produced turn to multimodal and readable texts visually. Texts are only readable through the written words abut also through images around the text which are attached to the available context (Hyland, 2002:146).

Beyond that, Sway with its platforms gives students visual attraction to present a text. This fascinates them to write text creatively. Sway gives easiness to present through its facilities i.e. text design menu, varied size and color font, size imaging, and text lay out.

METHOD

The objective of the learning is to cope the school curriculum which is to express the meaning in written text in form of report text. Through a series of learning in a project base the learners are able to understand social function, text structure and language features of report text. Based on the purpose of learning, the learners in this learning will do some activities such as reading report text models and writing report text as the final objective. By reading report text model the learners try to understand report text structure, content of text, sentence structure and other language feature of report texts. The learners write a report text about plant.

The learning model applied in the writing classroom is project based learning. The project that the learners have to accomplish is writing report text. The text is created in a Sway. It means that they do not only make research report about plant but also decide the report design, lay out, and ornaments and publish it online through Sway. This corresponds to the form of task that is demanded in a PBL that is real-world task (Hyland, 2005:113).

PBL provides scaffolding functioning as aid for the learners in order to be able to accomplish the task. Whenever they meet some problem in their real life they can solve by their own without teacher or others' help. In addition, PBL also gives opportunity and motivation to work collaboratively, questing and communicating some learning resources, solve problems and learning happily.

In collaborative writing the learners learn to build new knowledge about composition and the process (Williams, 2005:143). Each of members group contribute in building knowledge, drafting composition and revising composition through their interaction (Fakhmawati, 2009:85) during the learning.

The media used in the learning include word processor application and internet to access Sway. Sway presents some platforms like texts, images, map, and video, as the final product.

The instruments and materials are texts reports, plants, authentic reading resources, from internet, and Sway -an online presentation application. Report texts are used as the material to acquire text structure, vocabularies, and language feature of report text. This can be used as language scaffolding, text model, reference and stimuli (Hyland, 2005:86) for the learners with the result that they enable to create their own report after learning those materials.

The learning stages comprise determining project, planning project accomplishment, observing, researching, drafting, consulting and getting feedback, accomplishing product, and evaluating project.

1. *Determining project*

In the earlier stage the teacher guides the learners in grouping. Each group constitutes four members. The selecting members by mixing the novice and the internet experienced ones because they have varied internet surfing skill. The learners have free choice to decide the topic of writing.

2. *Planning project accomplishment*

In this stage, the teacher guides the learners designing activities they will go through to accomplishing the project. The design is based on assignments that the teacher has determined before such as: reading and analyzing some report texts to find out social function, text structure and language feature. Though these activities the learners will get some materials for the later observation activity; what information of plants they should get and what material they will search from internet.

3. *Observing*

The first part of observing stage, the learners observe and try to analyze the texts to get some clues about what kind information they should get as their writing materials. Then, they observe a plant and its structure covering the characteristics of stem, root, branch, leaves, fruit,

flower, seeds et cetera. This stage the learners will recall their knowledge of biology. In addition, this activity gives them experience in researching that can be used as scaffolding when they do real research in future. The learners may take some pictures digitally of the object and the activities of observation which will be used for their Sway.

4. *Researching*

Having the observation data been gathered, the learners start to find other data that they cannot take in observation from previous stage such as data of plant classes, benefit, nutritious content, and the propagation. Internet offers useful media for learning. By visiting authentic websites, the learners will gain many input for vocabulary and sentence forms they can use. Internet gives its effectiveness which cannot be substituted by other tools.

Moreover, the learners will also have opportunities in reading and thinking critically when they find varied reading sources which they may not need them. They learn to select appropriate sources

5. *Drafting composition*

In drafting stage, the learners compose a report text based on their observation result and internet searching. They work collaboratively among the group members in composing sentences.

The learners are also given opportunity to use digital dictionary and translator in that their capability in composing sentences drives them to start to learn how to use translator machine appropriately and accurately. They have to understand the ability of translator machine which cannot replace their ability as human for interpreting meaning.

6. *Consulting and getting feedback*

The learners consult their composition to the teacher for them to make correction based on teacher's feedback. The learners get teacher's guidelines if there are translator misapplication they do. At this point, the teacher recheck the learners notes from observation internet searching process to avoid plagiarism they may do

7. *Accomplishing product*

In stage of completing product, the learners start to create Microsoft account to get Sway. The teachers just explain and demonstrate how the Sway work then the learners try by themselves by turn among the group members. They do typing, uploading photos and videos and also designing the lay out for their Sway display.

8. *Evaluating and reflecting*

For the final stage teacher guide the learners to evaluate all preceding activities and request them to reflect them. The learners and teacher draw conclusion what they have learned and what they will do when they face same problem dealing with reporting plant activity.

DISCUSSION

The PBL was planned for two weeks or six times 45 minutes in three meetings. The application is that the learning process had been completed in eight times 45 minutes. There was session added in that the learners needed more times in some stages to accomplish the project. However, this only happened to some classes not all. This happened because of the different of learners' characters and ability during the project accomplishing.

On the first stage, the learners had gone the process well. They read some report texts about plants (of different topic) to find the text structure and main content of text. Here they made list of what data they could seek during plant observation. This stage was really helpful for them. They knew definitely what they observed and made them in notes. They experienced to taste, to touch and measure sizes of the plant's elements. They also could recall their knowledge of Biology through group discussion while observing plant. This had helped them to find the vocabulary because they know the Latin terms of the plant. While the other data they could not find from observation they made list to get the data on the next stage.

By searching through internet the learners did on the next stage, they could complete the rest data they need, i.e. the plant benefit, plant classes, nutritious content and plant propagation. They also found some articles about plant. They read and tried to imitate the language style of the text of the articles. This had helped them to read them critically to find the perfect or appropriate word, sentence or language variety they would imitate for their writing. They could learn the formal language in writing report text. They also could accomplish the assignment of getting ideas for writing materials. They, then, could write independently in group and collaboratively among members to produce a report text. This is what Moss and Van Duzer (1998), Stoller (1997) and Bilsborough (2013) propose that by PjBL the learners work collaboratively in groups, to solve problems and to yield language production, negotiate, and completing project by accomplishing task of language production.

On consulting their draft, the learners learned how to construct sentence and compose passages from raw sentences. They got to know that the translator machine they had used did not always result perfect sentences. They had to made correction. On the other hand, the teacher could control the learners on plagiarism activity they may did.

Having demonstrated by the teacher of utilizing Sway for presenting text, the learners got something new and worth way to make interesting text presentation. They made Sway immediately and they could explore creativity in creating multimodal text by the facilitating menu provided by Sway. They found image about the topic easily because Sway had given amount of pictures in the links of website which gives them. They just dragged the images or videos from side menu display. They also set the lay

out easily in that Sway provide a bulk of lay out setting. Eventually their Sway gave them a beautiful readable and visual text about report text. The text could be read and understand easily in Sway. This is just as stated by Egbert (2005) and Kress and Bezemer (2008) that a multimedia computer helps to produce a kind of language product creatively and to present or publish multimodal text. In addition, the product become visually readable as Hyland (2002) said.

Moreover, PjBL is an appropriate learning model in that provides an excellent opportunity for learners to practice critical thinking, collaboration, problem solving, oral and written communication, sharing ideas, building new knowledge, interpreting and producing

The most interesting here, especially the learners have special characteristics whereby they live in boarding and they are not allowed to operate their private gadget at all therefore all learning process were facilitated by computer and internet in IT room and library. This was the teacher's challenge to cope learning objective. Consequently, the process of completing the project were not only finished during class session but also, they accomplish it outside classroom. However, some learners did not use the opportunity efficiently and effectively.

The learning process had run smoothly since observation up to research through internet. Learners were able to find data they needed. Activities turned to more dynamically when the learners went through drafting and consulting process. They got learning more about editing sentences using word processor and translator machine.

On Sway creating process there were joyful and astonishment atmosphere happened to the class. It was because Sway was something new for them. They had used to blogging and surfing websites nevertheless they had never experienced on presenting application using Sway which is simpler in creating but better in presentation. The first problem emerged when they create Microsoft account. Some of them did not remember their email password whole it was a requirement to have Microsoft account. To solve that problem, the other students were willing to lend their account to access the application.

The second problem happened when the network was down because Sway application was heavy to be used simultaneously online. They had to do it by turn in order to get access successfully. Eventually the project submission had to be extended.

Beside those problems there were interesting situation where there was varied ability to access internet owned by the learners, some groups helped other groups when they got problem on uploading images and embedding video link and also on understanding direction menu provided in Sway. They do peer coaching unwittingly. That is something beyond the learning design for the classroom.

CONCLUSION

Overall, the idea to deliver learning using the PjBL and Sway had facilitated the learners in digging ideas for writing materials and increasing their motivation to produce interesting text because of Sway. Holding the language classroom into nature outdoor activity has given opportunities for the learners to help themselves in getting ideas for writing materials. The observation process gave them worth opportunity to gain data of factual information about the writing topic. The internet searching process gave them opportunity in critical reading and new vocabularies in writing report.

In addition, the learners had learned about researching using internet and using Sway for producing multimodal text successfully. The product they created were satisfactory. On evaluation and reflection stage it can be concluded that: 1). The learners' Nature science from Biology class has helped them when they do observation and gather factual information about plant. It means that this language instructions can be integrated with Biology instructions. 2). Learners in groups enable to collaborate with other members and are responsible to accomplish their own job. They can appreciate their opinions and helped to each other. This process is very important for their soft skill edification for their future. 3). The learners have learned how to research appropriate information from internet. This is useful learning in future when they do real research. 4). The learners have opportunities to practice critical thinking when they select appropriate information from reading resources they will use for writing materials. 5). The learners are able to work with computer maximally to overcome their problem on creating and publishing text by utilizing digital camera, word processor application, online presentation application and translator machine. For the translator machine usage particularly, was the important learning for the learners in that they should know how the correct translation is instead of accepting the result of translator machine as it says.

BIODATA

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USING EDMODO AS A TOOL FOR TEACHING FRESHMEN WRITING

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Abstract: This paper was a description in exploring the use of Edmodo as a tool in the learning processes of English as a Foreign Language (EFL) student's class of writing. The students made of use Edmodo as a platform to submit journal entries that focused on their language learning processes. Students built a solid foundation in English through writing activities, and assignments. Students explored the basics of writing English and improved their understanding of the language's forms, functions and uses to increase their proficiency all through Edmodo. Student's posts for writing tasks, messages, and comments on Edmodo has been analysed. The positive implications for the use of Edmodo as a media in English language teaching investigated by the writer. Edmodo is more effective for teaching writing.

Keywords: *edmodo, teaching writing, journal*

INTRODUCTION

The main purpose of learning English is to be able to communicate with other people either orally or written. One of the communication forms is writing. The role of writing is very important in many aspects. Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing is also the process of using symbols (letter of the alphabet, punctuation and spaces) to communicate thought and ideas in a readable form. Writing is most likely to encourage thinking and learning when students view writing as a process. Furthermore, students need to write in the language form through engaging in a variety of grammar practice activities of controlled nature. Students in particular often face writing difficulties, as they wrestle with how to harness ideas, tame meandering sentences, and extract clear meaning from a thicket of paragraphs. Harmer (2007) stated that writing is used for a wide variety purposes it is produced in many different form. Weigle (2002) states that written language is not merely spoken language put on paper, rather, it is a

district mode of communication, involving among other thing very different sociocultural norms and cognitive process.

Edmodo is a free and secure learning platform designed by Jeff O' Hara and Nick Borg for teachers, students, parents schools and districts and is available at www.edmodo.com (Clada Kongcham, 2013). This website looks similar to facebook, but it's much more private and safe because it allows teachers to create and manage account and only for their students, who receive a group code and register in the group, can access and join the group and no one else can participate or spy on the group (Jarc, 2010). Edmodo has become a popular platform used not only in primary and secondary schools but also universities. It is functionality, easy to use, and cross-platform simplicity make it a good fit for EFL contexts at all level. Edmodo is also a global education network that helps connect all learners with the people and resources needed to reach their full potential.

Freshmen students of University of PGRI AdiBuana Surabaya, East Java, Indonesia are from Public and Private Senior High School, Vocational High School and Islamic High School. Their competence of English is heterogeneous. Writing for freshmen students becoming a new think. The will learn organization: The key to good writing, which is divided into organizing by grouping, organizing lists, choosing a topic, writing topic, identifying irrelevant information etc. Students sometimes have to submit their tasks or journal in the form of papers. The writer was think that Edmodo can be as media to collect the journal and evaluate it easily.

METHOD

This experimental design method was conducted in a Private University of PGRI Adi Buana Surabaya, East Java, Indonesia. There were 35 freshmen students in 2015 batch.

DISCUSSION

Edmodo communities are formed by teachers or lecturer for specific groups of students—usually classes. Once a teacher/lecturer creates an Edmodo group, he or she receives a short code to give to students, which they use to join the group. This registration method has two benefits. First, it simplifies the process of student sign-up. Students do not need to input email addresses or other personal information to register with the site in order to participate. They just need the code they receive from their teacher. The second benefit is that students can choose their level of anonymity on the site. The registration process requires students to create a username and password for themselves, but does not require an email address or even a real name. And though Edmodo is secure and private, this feature helps alleviate concerns that might arise about the sharing of personal information on the Internet.

Steps for using Edmodo for students:

- a. Students sign up
 1. Go to <http://susd.edmodo.com>
 2. Click “I am a students”
 3. Enter registration information *carefully and accurately*
 - Group code : Use the group code provided by lecturer.
 - Username: Create a unique username
 - Password: Use a unique Passwords
 - Email: This is optional, not required
 - First name: Enter the first name
 - Last Name: Enter the last name
 4. Click “sign up”
- b. Joining Group

Once students have an Edmodo Account, they can easily join Edmodo group.

 - Students must have the 6-digit group code.
 - After students login to Edmodo click “join” on the left slide bar and enter the class group code when prompted.
 - Students will see a message indication that students have successfully joined the group.

Student writing project

The subject to be learned in basic writing that held at the second semester could be seen as follows:

Organisation on subject :

Chapter 1

The key to good writing

-Organizing by grouping

-Organising List

Topic

-Writing a topic

-Irrelevant information

-Identifying irrelevant information

Chapter 2

Understanding Paragraphs

-Identifying parts of paragraph

-Topic Sentences

-Choosing Topic sentences

-Writing a topic sentence

Supporting sentences

-Recognizing supporting sentences

-Identifying topic and supporting sentences

Irrelevant Sentences

- Recognizing relevant sentences
- Concluding sentences

Chapter 3

Organizing information by time.

- Identifying time order.
- Using signal words
- Using preposition of time
- Organizing sentences by time
- Writing paragraph using time order
- Capitalisation

Chapter 4

Organizing information by order of important

- Order of important
- Recognizing order of importance
- Using signal words
- Ordering ideas using of importance
- Writing a paragraphs using order of importance
- Equal order paragraphs
- Writing Paragraphs using Equal Order.

Chapter 5

- Organizing information by Space
- Using Space Order
- Writing Topic Sentences for space order Paragraphs
- Practizing space order.

In relation to the above subject students will enriching writing experience through edmodo. It helps student individualism, build self esteem and measure how they have come during the writing lecturing. Student can share the writing with the lecturer. It helps students understand the key event by reacting them through role playing activities and encourage time discussions.

The goals of learning

The following are the goals of the learning.

1. The task helps students achieve the key to good writing.
2. It focuses on topics or theme.
3. It encourages spontaneous expression in writing.
4. It reinforces the students writing competence.
5. It develops students writing capability.
6. It encourage independent investigation on writing based the topic.
7. It increases students' ability to write organizing list and paragraph.
8. It helps the students use writing by exchanging ideas and information.
9. It has contribution to students in social development.
10. It has contribution to learner intellectual development.

Classroom activities:

There are some activities that can be conducted with the use of edmodo

1. Lecturer gives explanation about the topic for writing activities.
-Organizing by grouping
-Organising List
2. Lectures give a command for students to do writing based on the above topic and upload into edmodo.
3. Students just do writing and upload the result.
4. Students upload their task through edmodo.
5. Lecturing do assessing for students writing result (give command, revision and scoring).

Lecturer will read the task and gave comments. Sometime lecturer asked the students to read the tasks that have been submitted. Some students has a good score but some not. Students who have spirit to study revealed that they have better writing skill than those having low spirit.

Assessing Writing

As in other assessment of language skills, Brown proposes micro and macro skills for writing assessment. Harris (1996) proposes the component of writing ability as follows:

1. Content: the substance of the writing, the ideas expressed.
2. Form: the organisation of the contents.
3. Grammar: the employment of the syntactical patterns.
4. Style: the choice of structure and lexical items to give a particular flavor for the writing.
5. Mechanic: the use of the graphic convention.

Complising and submitting the tasks is one of factors which influence the successful of learning of the students. Everyone has different level of motivation which affects them to do something and pushes them to get something. Weinerin Elliot(2000: 332)states that motivation is an internal state that arousesus to action, pushes us in particular direction, and keep us engaged in certain activities. It assumes that motivation has a great role in determining the success of the learning process to reach the goal of learning and the students' activeness. They tend to brave in expressing their ideas and practicing which mean more chance for them in teaching learning process. They enjoy learning English and plan to learn English as much as possible and thinking English as an important part of learning program, and they also put great efforts to learn it. Therefore, they have willingness to improve their writing ability. According to Harmer (2001: 51), motivation is kind of internal drive which pushes someone to do things in order to achieve something. High motivation students are to be more active in the teaching learning process because they have strong desire to learn. Those are curious, enthusiastic and perform hard effort to gain the goal of teaching learning process.

The Strength of using edmodo

1. It is free
2. Develop interaction between lecturer and students
3. Minimazation in using the paper (Paperless)
4. More safe than facebook because it has closed system
5. No edge limit for use edmodo.

The weakness of using edmodo

1. Need internet connection.
2. Students cannot edit their assignment if their assignment already published.
3. It is not allowed for the students to have direct discussion.

CONCLUSION

Edmodo is one of sites in the internet that have many functional, besides the main function as storage of students' assignment. Edmodo can be a tool for developing students writing skills with their function to share material and to post writing result of the students. Students contribute actively. It is better for lecturer to apply edmodo as a tool or media in teaching writing activities. Edmodo gives a beneficial to the students in using online learning. Finally, edmodo can be an input to determine the step and strategy for teaching writing using edmodo

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Bio Data

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TEACHING WRITING PROCEDURE TEXT THROUGH KOMPASIANA BLOG

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Abstract: Using Information and Communication Technology (ICT), in particular weblog, in the teaching and learning process is considered as a medium to promote writing skills. This study attempted to seek findings on the effectiveness of using Kompasiana blog in the teaching of EFL writing skill in one of vocational schools in Makassar Indonesia. The study employed quasi experimental method in which the data were obtained from pre-test and post-test. Two classes or total of 52 purposively selected students were participated in two classes, 26 students sit in experimental class and 26 students in control one. These classes were taught writing procedure text with different ways. The result revealed that the students' score in the post test is higher than the pre- test in experimental class. This means that Kompasiana Blog is effective to improve students' writing on procedure text.

Keywords: Teaching writing, procedure text, Kompasiana Blog

INTRODUCTION

Teaching writing is not an easy job for teachers especially for English teachers in Indonesia who teach English as a foreign language. It needs teacher's creativity to facilitate students to learn well. Since writing is considered by students as the most difficult skill to learn, then teachers should provide their students with various and interesting methods in teaching writing.

In the curriculum of vocational high school for eleventh grade, it is stated that one kind of writing that should be learnt by students is procedure text. Procedure text is a text that explains how to do or make something. By writing text procedures, students are trained to think and then put the ideas into a readable writing. On the other hand, text procedure can add knowledge to understand the process of making something. Clouse (2004: 233) says that, procedure text is important since it could add our knowledge, satisfy our curiosity, and help us to appreciate the complex or interesting processes. One of the interesting process and ways of teaching writing procedure text is by using blog.

According to Campbell (2003), blog can be viewed as an online journal that an individual can continuously update with his or her own words, ideas, and thoughts through software which enables one to easily do so.

Unlike a standard website, weblog entries are made by typing directly into the browser and with the click of a button that would be instantly published on the internet. Many blogs could be found on the internet and one of them is named Kompasiana blog.

Kompasiana as one of the popular media in Indonesia, is a blog for Kompas journalist. In Kompasiana, anyone can publish events, express opinions and ideas in the form of text, images or audio and video recordings.

Kompasiana accommodate a variety of content from all sides of life form diverse cultural backgrounds, hobbies, profession, and competence. Kompasiana also involves journalists of Kompas Gramedia and community leaders, observers and experts from various field of expertise and disciplines to participate to share information opinions and ideas.

In Kompasiana, everyone is encouraged to become a citizen reporter who on behalf of himself, experienced or reported events occurred in vicinity. The active involvement of citizens is expected to accelerate the flow of information and strengthen the foundations of democracy in the life of the nation. In addition, Kompasiana provide interaction space for members to communicate.

Several researchers have conducted studies on the use of blog. Their findings revealed that the use of a blog can positively enhance learning in the second and foreign language classrooms and that blogs can improve writing skills. Moreover, researchers have also confirmed positive uses of the blog which include the development of a student's analytical skills and the development of a sense of community in a class through a collaborative learning environment.

To ascertain the use of blog as one of the popular tools commonly adapted in the teaching of writing skills, then this study is intended to search for findings on the effectiveness use of a blog named Kompasiana in teaching writing procedure text for students of vocational school in Makassar Indonesia.

METHOD

This study employed a quasi-experimental method. The purpose of the study was to explore the effectiveness use of Kompasiana Blog in teaching of EFL writing skill in one of vocational schools in Makassar Indonesia. Two classes or total of 52 purposively selected students were participated in both classes, 26 students sit in experimental class and 26 students in control one. These classes were taught writing procedure text with different ways. Students in experimental class were taught writing procedure texts by using Kompasiana Blog while students in control one were taught by using conventional method or picture series. The data were obtained from pre-test and post-test. Students in both tests were asked to make writing on procedure text with different topics.

DISCUSSION

To measure the students' writing ability, their tests scored based on the five aspects purposed by Hughes (1989: 91). The aspects are grammar, vocabulary, mechanics, fluency (style and case of communication), and form organization.

Grammar plays important roles in the writing. It governs utterances people produce to be right or orderly. Therefore, it also has great influence on the quality of writing (Heaton: 1988). It then concludes that grammar is the rule of a word in a paragraph. It is a rule that describes the form of a word and making sentences. In this study, it focused on the use of grammatical rule concerning tenses, preposition, and conjunction.

The obtained data on grammar showed that the percentage of the students' score in control group revealed that 23% got very good, 45% got good, and 32% got fair while in experimental group showed 23% got very good, 62% got good, and 15% got fair scores.

Vocabulary is one of language aspects dealing with the process of writing (Heaton: 1988). The vocabulary deals with a total number of words in a paragraph. Therefore, the vocabulary in this study refers to the number of words used by students in each paragraph. The data shows that the percentage of the students' score on vocabulary in control group show that 19% got very good, 48% got good, and 33% got fair, while in experimental group, 62% got very good, 19% got good, and 19% got fair.

The next component in writing is mechanics which refers to the ability to use correct ways of presenting written language such as using capitalization, punctuation, and spelling. The use of favorable mechanics in writing will make the readers easy to convey ideas in writing. It is very important to lead the readers to understand or recognize what the writer means. Heaton (1988) states that mechanics consist of three main component, namely: capitalization, punctuation, and spelling.

The students' score in mechanics can be seen in control group shows that 50% got good, 38% got fair, and 12% got poor, while in experimental group, 60% got very good, 27% got good, and 13% got fair scores.

According to Heaton (1988), fluency is the subject written or spoken in a book programmer, or amount of something contain in substance. So the researcher can conclude that fluency in writing is the ability to think creatively and develop thoughts, excluding all irrelevant information. It should be clear to the readers, so they can understand what the messages convey and gain information for it.

The data also showed that the percentage of the students' score in fluency. In control group, 23% got very good, 38% got good and 39% got fair, while in experimental group, 77% got very good, 18 % got good and 5% got fair.

The last component in writing is organization as the group of word that has meaning. It means that form of the writing concerns with the ways

through writer arranges and organizes the ideas order message in the writing (Heaton: 1988).

The percentage of the students' score on form in control group shows that 4 % got very good, 27% got good, 33% got poor, and 36% got fair, while in experimental group, 61% got very good score, 27% got good scores, and 12% got fair score.

CONCLUSION

Based on the findings then it come draw a conclusion that the use of Kompasiana Blog is effective to improve students writing skill on procedure text. It is based on the evidences. First, students' prior knowledge of writing before teaching by using Kompasiana Blog is still low, it was provided by the data that most of students got poor and fair classification with mean score of the students' pre-test was 13.42. Second, students writing skills after applying Kompasiana Blog is significantly improve their writing ability. It was showed by the data that most of them got very good and good classification with mean score of students' post-test was 28.88

BIODATA

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EXPLORING THE EFFECT OF COMPUTERIZED AND PEN-AND-PAPER APPROACHES ON THE STUDENTS' WRITING PERFORMANCE

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Abstract: This study was conducted to investigate the effectiveness of computerized and pen-and-paper approaches on the students' writing performance. This study used a quantitative design aimed at comparing the students' writing performance scores by using computerized and pen-and-paper approaches among the third semester students of English department faculty of letters at Pamulang University. The data were collected from 50 participants who joined the pre and post writing tests, and they were analyzed by using t-test to find out the effect of computerized and pen-and-paper approaches. The study revealed that the computerized approach gave significant effect on the students' writing performance.

Keywords: computerized approach, pen-paper approach, writing performance, t-test

INTRODUCTION

In this era, the importance of English cannot be ignored since English is the most common language spoken everywhere. With the help of developing technology, English has been playing the main role in many sectors including medicine, engineering, and education, which are very important sectors where English is needed. Consequently, it is very essential for Indonesian students to learn all the English skills including listening, speaking, reading, and writing. Mostly, the third semester students of English Department Faculty of Letters of Pamulang University claim that Writing is one of the most difficult skills to learn. Richard & Renandya (2002) give their similar argument that writing is the most complicated skill to master by learners. The difficulties may be caused by lack of vocabulary,

grammar structures, punctuations, and many more. Therefore, it can be said that the students need more effort in learning writing.

Writing which is a mean of communication represents an essential function in the professional and personal lives of human beings. When writing, students can express their feeling and imagination. In order to make a good writing, students should master both language elements and put well organized words. Besides, writing implies more than the selection of the right structures, words and general conventions of the language; it is a mental process of using and arranging formal structures in such a way that they can create actual meaning to what the writer has on his head and wants to express in written language (Mitchell, 1996). However, while learning writing, the students sometimes have trouble getting started because they do not know what to say (Daiute, 1985). They may not have reason to write or they may not know enough about the topic. Therefore, it can be said that in writing the writer should think more what to write and how to write it in a good written form.

Moreover, in order to make the process of teaching and learning writing runs well, the lecturers need to realize that students have their own characteristics: hearing, seeing, moving, acting, and others, so that the teachers can implement the suitable strategies on teaching them. This view is also supported by Oxford (1990) who states that “learning strategies are easier to teach and modify.” It means that students can adjust their ways with their interest; it can also be changed with subject they learn. For example, when students learn Biology, they prefer seeing visual images to learn new thing; on the other side, if they learn new language, they will prefer communicating with their friends. Therefore, it can be inferred that by using the right strategy in writing the students can achieve the maximum score.

However, the third semester students of Pamulang University may use different techniques during the writing process, some of them may focus on revising the content, while the rest may focus on revising the grammatical structures. Focusing on grammar, mostly the students feel difficult due to they are lacking of writing elements: punctuation, capitalization, spelling, and many more. For example: the students do not know how to put proper punctuations such as comma, period, semicolon, colon, and others, they forget to capitalize a particular letter, and the students also do misspelling words sometimes. In addition, there are some processes to do in writing. Sundem (2006) encourage students to use the following strategies: prewriting, drafting, self-revising, peer or adult revising, editing, and publishing. In pre writing process, the students generate all ideas and put them in a good order by making a cluster, a mapping, listing, and other ways. In drafting process, the students can write all ideas they want that have correlation to each other. In revising process, the students learn technique to make their writing better, techniques can apply the next line of

their draft. In editing process, the students can recheck some areas; for example, spelling, punctuation, capitalization, grammar, and others. While in publishing process, the students can decide how and where they can publish their final product; for example, on class magazine, school newsletter, one of social media, or local magazine, and many more. After knowing those processes, students should also use them to produce readable written product. The processes also help the students to gain more ideas and elaborate them into their paragraphs. However, those processes can be done by using both tools, computer and pen-and-paper. Both computerized and pen-and-paper approaches give different results on the students' writing performance.

Additionally, there are two types of students in writing. The Students who insist on handwriting and those who insist on typing to write. Those who handwrite claim it provides flexibility and control, with the ability to include various formats. Besides it is easy to find and no electricity needed, they claim that writing using pen-and-paper is easier in correcting the errors, because they just need to scratch them directly and continue their writing. When the students write by using pen-and-paper strategy, they can write fluently because there is a strong connection between their brains and handwrite. When students do writing by hand, they involve individual motor experiences. Moreover, handwriting experience facilitates letter perception via brain processes and reading skills (James & Engelhardt, 2012). Therefore, it can be assumed that handwriting makes students able to memorize every single letter written. Mueller & Oppenheimer (2014) support the fact, they found that the generative note taking of the group using a pen-and-paper was more strongly associated with improved learning. Writing by using conventional strategy shows evidence of a positive relationship between good handwriting skills and further academic outcomes, such as reading (Dinehart & Manfra, 2013), reasoning and memorizing skills (Longcamp et al. 2008). Therefore, it can be inferred that writing using pen-and-paper shows the positive association between the handwriting and the student's brain, for example; it makes students easier in memorizing the information and also they feel free in outlining and prewriting their essay. Additionally, writing by using traditional pen-and-paper approach helps students improve the way they make sentences, paragraphs, essays and also other writing skills.

On the other hand, there are some students who insist on typing in writing. Computers are important in language learning because they help students to think critically in their learning process and make them have active and stable knowledge. Thus, they are provided with more creative activities through using computers. In the writing process, computer and computer software can be a valuable tool for many students. In addition to this, word processing, speech recognition, speech feedback, word prediction, and other varieties of software packages may help students with

learning disabilities to participate in well-developed classroom writing programs (Williams, 2002). For students who have mastered the skill of computer, they will be easy in learning writing in the classroom. It also helps to improve the students' writing which can minimize student's mistakes: punctuation, capitalization, spelling, and grammatical components. Computer also facilitates students to recognize their errors when they are writing. By producing fewer errors, students can elaborate their ideas smoothly, and it affects students' writing achievement. Furthermore, it is already known that computer makes students to be good type writers, and the most important is smaller proofreading changes. It is supported by Haselbring & Glaser (2000) who state that the features of computer allow students to create effective writing because they are able to revise their ideas easily compared to the use of traditional technique, and it encourages students to use their much time to focus on the content. Moreover, Oshima & Hogue (1999) state that the use of computer in writing process will give benefits on students. First, computer provides time saving for students; they are able to add, change, and delete their ideas like words, phrase, clause, and sentences. Second, computer has some features that allow writers to do proofreading, due to the programs on computer have error checking in spelling, capitalization, fragment sentences, and others.

Moreover, computer in writing can advance the content of writer's paper (Oshima & Hogue, 1999). Students are able to edit their ideas and check the errors they make easily. Russel et al (2004) found that there is a significant difference between computerized and pen-and-paper approaches. Students using computer wrote composition with more words and sentences than students who use pen-and-paper. It can be shown that computers make students produce more ideas and give more motivation in writing than traditional pen-and-paper. Moreover, Genlott & Gronlund (2013) in Sweden, drew on a learning to read by writing approach by introducing the computer as an alternative writing tool to pen and paper. Overall, they indicate that children who used the computer at an early stage produce longer text, without mastering all the letters at that stage. Another previous research, such as Bangert & Drown's (1993) state that word processing contributed to a modest but consistent improvement in the quality of students' writing. Furthermore, important findings emerged from Cochran & Smith's (1991) qualitative literature review on word processing and writing, they found that students of all ages were able to master keyboarding strategies for use in age-appropriate writing activities. Cochran & Smith also found that students who used word processors spent a greater amount of time writing and produced slightly longer, neater, and more technically error-free texts than with paper and pen. As a result, this review of the related studies indicate that by using computers, students are able to produce more words and neater than using traditional pen-and-paper approach.

The focus of this study is limited to explore the effect of writing by using computer and pen-and-paper strategies on the students' writing performance. To be more specific, this study used quantitative design to compare the students' writing performance scores by using computerized and pen-and-paper approaches among the third.

METHOD

This study used quantitative design in collected the data, and it was conducted in Pamulang University which is located on Jalan Surya Kencana West Pamulang, South Tangerang in October 2016. Fifty participants of the third semester students of English Department faculty of letters were chosen for the population of this study. The writer took two classes from the morning classes. Then, the writer divided the population into two groups and randomly selected the students who would use computer (25), and the students who used traditional method pen and paper (25) in writing process.

Several instruments were used in conducting this study. Initially, all groups were given pre-test and post-test of writing in order to measure students' writing abilities. These tests were set to find out whether there is influence of pen-and-paper and computerized learning strategies on the students' writing achievement before and after treatment. To get the finding, the writer used the post-test score. Then, the data were analyzed by using independent t-test to find out the effect of computerized and pen-and-paper approaches.

In addition, the group statistics such as mean and standard deviation had been found to identify the variables that predict the students' writing achievement with different approaches, computerized and pen-and-paper. These analyses had been completed by using SPSS version 17.0.

FINDING AND INTERPRETATION

Table 1. Descriptive Statistics of Writing Score

Group Statistics					
Group		N	Mean	Std. Deviation	Std. Error Mean
Writing Score	computer	25	79.40	9.482	1.896
	pen paper	25	72.72	12.713	2.543

From the above table, it can be explained that the number of students who used computer in writing post-test related to mean and standard deviation, and the number of students who used pen and paper in writing post-test is also related to mean and standard deviation.

There were 50 students who joined post-test of writing test. There were 25 students writing using computerized approach with the mean is 79.40, and the standard deviation is 9.482; while, the rest 25 students used pen-and-paper in writing with the mean is 72.72, and the standard deviation is 12.713.

It can be inferred that between the use of computer and pen-and-paper; the students' scores who used computer in writing were higher than the students' scores who used pen-and-paper ($79.40 > 72.72$). Therefore, it can be concluded that the use of computer is able to be implemented in the process of teaching and learning writing.

Table 2. Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Writing Equal variances assumed	2.519	.119	2.106	48	.040	6.680	3.172	.302	13.058
Equal variances not assumed			2.106	4.392	.041	6.680	3.172	.289	13.071

The above table reveals that the sig. (2-tailed) is $0.040 < 0.05$; therefore, H_0 is rejected and H_a is accepted. It means that there is significant different rate of the students' writing achievement within two groups of computerized and pen-and-paper strategies.

This finding is in accordance with Russell et al (2004) study in which they found that by using computer the students' writing was improved. The students wrote composition with more words and sentences than the students who used pen-and-paper. Moreover, Genlott & Gronlund (2013) in Sweden indicated that children who used the computer at an early stage produce longer texts, without mastering all the letters at that stage. Another study was conducted by Bangert & Drowns' (1993), he showed that word processing gave consistent improvement in the quality of students' writing. However, the result of the study is not agreed by Braine (1997) that the use

of pen-and-paper as traditional tool to write gave more beneficial effect for students. They were able to write more ideas. Mueller & Oppenheimer (2014) also found that writing by using pen-and-paper was strongly associated with improved learning, so that the students automatically improved their way of writing. In spite of these disagreements, the results are in line with Cochran & Smith (1991) who found that students who used computer not only produced longer and neater texts, but also more technically error-free texts than with pen-and-paper.

CONCLUSION AND SUGGESTION

Nowadays, there are a lot of approaches and strategies in language teaching in general and teaching writing in particular. The purpose of this study was to know the effectiveness of writing approaches by using computer and pen-and-paper on the students' writing performance. The result of the study could be seen through the comparison of the result of computerized students' writing score and the result of pen-and-paper students' writing score.

After the data had been achieved, the results have showed that computer is more useful for writing. The students' writing score by using computer is higher than the students who used pen-and-paper in writing. Due to the result, the assumption that writing approaches affect students' writing achievement is seemly to be accepted. The result of this study supports the several research findings which found that the uses of writing approaches increased the level of writing achievement. This study could find answers to the research questions posed at the beginning of the study and investigated the hypotheses presented then.

The result of this study showed that the right learning approach gives some positive effects on the students' learning process. Computer as a learning strategy in writing affected the students writing achievement. It is suggested that computer should be used in learning writing in order to get the maximum achievement for the students.

ACKNOWLEDGMENT

The writer would like to convey her sincere gratitude thank to the head of English Department Faculty of Letters for supporting her to conduct this study.

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ONLINE PLAGIARISM DETECTOR SOFTWARE TO ASSESS STUDENTS' ACADEMIC INTEGRITY

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Abstract: The study attempts to assess the accuracy of students' articles through online plagiarism detector software. It employs descriptive qualitative design, analyzing sixteen articles (submitted pre and post using plagiarism detector software) written by sixteen students of Sekolah Bahasa Asing (STBA) Pontianak. After comparing the available free software, the researcher only used two free online software (Small SEO Tools and Search Engine Reports) as they are effective and efficient, also provide accurate identification. The results reveal that the plagiarism found in the contents of six articles which was submitted before using the software. The plagiarism found in the use of similar research and direct quotation, as well as the use of another person's idea from the Internet. It is also found that only two contents were revised based on the software suggestion as two contents completely copy and paste the idea without adding sources. Briefly, lecturers or students cannot merely depend on the online plagiarism detector software to assess students' writing skill as the software cannot differentiate the citation styles used in writings, and the correct use of legitimate citation. Therefore, the software still can detect plagiarism, although sources were clearly written in the article.

Keywords: online plagiarism detector software; students' writing; writing assessment.

INTRODUCTION

Plagiarism is rampantly happened in academic milieu as committed by academics or students who utilize the widely free access, through the help of technology, to complete the writing's contents. The more advance technology seems to generate the more spontaneous misconduct when the technology users do not use the free access wisely. Cut, copy and paste phenomenon, for example, acceptably occurs in the digital era as it becomes usual to copy one's idea posted on one's social media, and forward it on the other person's status without acknowledging the source. Apparently, this typical occurrence, using one's idea/thought as his/her own, triggered by

internet easy access since many people may create their own virtual library that enables them to retrieve worldwide data with one simple click, they simply find any information by putting some right keywords on the search engine. In addition, there is no tool that may automatically and effectively identify ones' academic misconduct, unless intentionally checked. Academic misconduct, however, is a violation of ethical principles which are supposed to be driven by personal awareness; the awareness to avoid academic misconduct and promote academic integrity. Plagiarism is a habitual action committed by ones who are accustomed to steal someone's idea, neglecting writing ethics. Hariharan (2012) defined plagiarism as a reproduction of existing works by changing the pattern or keeping it identical. He categorized "copy paste" and "paraphrasing" into two types of plagiarism which are identified through similarity analysis. Hansen and Anderson (2015) stated that 37% of 14,913 Canadian undergraduates admitted to "copying a few sentences of material from a written source without footnoting" according to a 2002-2003 survey, while "in data reported for 2011-2012, only about 1 percent of students at 42 participating Canadian universities were subject to academic misconduct proceedings, and about 50 percent of these proceedings related to plagiarism offenses"

In Indonesia, some professional were caught red-handed in their published articles as reported in national newspapers: there are two lecturers of reputable university committed plagiarism due to their negligence in citing the original sources, the former lecturer of Gajah Mada University Anggito Abimanyu plagiarized another scholar's idea in his article (Tempo, 2014), while the candidate lecturer of ITB Mochamad Zuliansyah literarily took the Siyka Zlatanova's idea for his scientific paper and dissertation paper (The Jakarta Post, 2010). The fact seemingly shows that educational background cannot guarantee the originality in writings and the absence of plagiarism as lecturers commits the academic misconduct. It also supports the idea that academic institution or the relevant writers are incapable in using automatic identification tool as their institutional or individual checker tool. Mozgovoy, Kakkonen and Cosma (2010) cited Larkham & Manns (2002), and Myers (1998) stated that the institutional rules and regulations control plagiarism as it is academic misconduct, not a legal offense. They said that every institution set diverse sanction to the plagiarist. However, the sanction to the students or lecturers who commit plagiarism in Indonesia regulates under Article 12 of The Regulation of Minister of National Education number 17 of 2010 on Prevention and Handling Plagiarism in High Education warning, written warning, withholding students' or lecturers' rights, demotion to promotion for lecturers, annulment of students' grade on one or several subjects, annulment of lecturers' rights to get promotion as professor, honorable discharge, dishonorable discharge, and certificate annulment of students who have graduated and lecturers who graduated from the university.

Mozgovoy, Kakkonen and Cosma (2010) classified five types of plagiarism: 1) verbatim copying; 2) hiding the instances of plagiarism by paraphrasing; 3) technical tricks exploiting weaknesses of current automatic plagiarism detection systems; 4) deliberate inaccurate use of references; 5) tough plagiarism. Differently, Velasquez et al. (2016) categorized four plagiarism cases, which include verbatim copying, paraphrasing, technical tricks to exploit weaknesses of systems, deliberate and/or inaccurate use of references. Meanwhile, Gibaldi (2009) defines forms of plagiarism into repeating or paraphrasing wording, taking particularly apt phrase, and paraphrasing an argument or presenting a line of thinking. In brief, it can be stated that citing or paraphrasing without acknowledging the original author can simply mean plagiarism. Oberreuteur and Velasquez (2013), Joshi O D et al. (2016) said that there are three approaches that can be done to detect plagiarism: authorship attribution, external and internal plagiarism detection. Meanwhile, Joshi O D et al. (2016) also applied intrinsic plagiarism detection approach by focusing on semantic analysis to identify meanings of the keywords, and Rubini et al. (2014) also used intrinsic plagiarism detection approach comparing and classifying the questionable documents.

Lecturers usually use a typically manual way to detect students' writing quality as built upon lecturers' experience. In detecting plagiarism manually, a lecturer may see the way a student cuts, copies and pastes idea/thought without adjusting the font (type, size, character), alignment, and also identifies the inconsistency in grammatical error. Hedge (1988) in Alfaki (2015) said that to create an effective writing, one should acquire a high degree of organization in developing ideas and information, high accuracy level, ability to use complex grammatical tools and choose apt dictions, grammatical patterns and sentence structures, which are in accordance with the subject matter and the relevant readers. However, students face some problems to develop their ideas, use proper vocabulary, or make a coherent writing structure. Supported by Alfaki (2015), that the university students he assessed have diverse problems in writing: "morphological and syntactical problems, usage errors, and mechanical mistakes which include spelling, punctuation and capitalization, lack of several writing development skills, cognitive problems and graphomotor problems". He also added that there are some usual causes of students' problems in writing: first, writing as a complex process needs adequate skill gained from continuous effort and practice; second, learners' lack of motivation influences the quality of writing; then, inadequate time is also necessary since different range of students' writing skill; fourth, lack of practice; last, teachers' feedback. Relating to the quality of content, Alfaki (2015) concluded Clifford (1987) that said the problems of exploring ideas and thought in writing faced by students of English as a second or foreign language. This actually leads to the problem of structuring the paragraph,

topic development of a paragraph, structuring the whole discourse and a theme in a discourse (Kharma, 1986 in Alfaki, 2015). Apart from the problems, the students who uphold academic integrity should close the opportunity to plagiarism as Hansen and Anderson (2015) in accordance with Rettinger & Kramer concluded that “a strong culture of academic integrity will minimize the belief that other students are cheating and the likelihood of plagiarism.” In short, plagiarism likely found in students’ writings as the students tend to have inadequate writing skill.

Some former researches have focused on testing and developing appropriate plagiarism tools. Saini et al (2016) listed seven existing tools which need different step to be used, they are plagiarism checker by SmallSEOTools, PlagScan, PlagTracker, Viper, QueText, Plagium, and Turnitin. They classified three types of software based plagiarism detection tools, they are text based, attribute-oriented code-based, and structure-oriented code-based system. In addition, Mozgovoy, Kakkonen and Cosma (2010) also divided plagiarism detection systems into “*hermetic and web*, and into *general purpose, natural language, and source code oriented*”. They also stated that the increasing rate of plagiarism is influenced by a broad opportunity accessing electronic texts is also thrived. Velasquez et al (2016) designed DOCODE 3.0 (*DOcument COpy DEtector*), an automatic plagiarism detector engines that covers all levels of plagiarism. In the meantime, Oberreuteur and Velasquez (2013) employed computer algorithm that calculates the usage of words to identify the writing style, it is so called the intrinsic plagiarism detection approach. Differently, Song et al (2016) designed a portal system which can efficiently detect typical cloning types, synonym substitutions and spacing manipulation types in Korean research and report by classifying and storing the data similarities into cluster which named “a feasible document clustering strategy”.

Considering the aforementioned facts, I conducted the research with the idea that plagiarism or academic misconduct could be prevented as early as possible by raising personal awareness toward the issue. I believe that the sophisticated knowledge should support integrity, not promote plagiarism, by introducing and using online plagiarism software. In this research, plagiarism detector software refers to the plagiarism checkers or tools found online and free to use.

METHOD

In order to ensure the effectiveness of using online plagiarism detector tools, I employed descriptive qualitative design to collect, analyze, and present the findings. I collected sixteen articles (Appendix 1) from sixteen fifth-semester students (who joint Research Methodology class, each student were required to submit an article about their basic reasons and facts supporting their argument in designing the research before and after using plagiarism detector tools.

In order to define the effective and efficient plagiarism checkers, I used search engine to find the available tools, and tried to use them one by one. In data analysis process, I introduced the way to use Small SEO Tools and Search Engine Reports to the students, and we tried to check their writings together. After that, they practiced to use the tool personally, and were suggested to revise their articles in accordance with the suggestion/result. Together with students, I compared the use of both tools by considering the duration of loading, display of percentage or original source. Furthermore, I check the results of students' texts for the second time, without involving students, to make sure the accuracy of both plagiarism checkers, and to identify types of plagiarism detected. The following table is the data of this research.

Table 1. Data

Data	Title of Proposal
Text 1	Symbol Analyze on the Davinci Code Movie
Text 2	Improving English Pronunciation For Student In Kampoeng English Poernama
Text 3	The Use of English for Shopkeeper in Alexander Christie
Text 4	The Description of Psychopathic Aspect on Amy Elliot Dunne's Character in "Gone Girl" Film
Text 5	Figurative languages in "let her go" and "patient love" song's lyric by Passenger
Text 6	The Description of Main Characters in Sherlock Holmes "A Study in Pink" Movie
Text 7	The Usage of www.perfect-english-grammar.com/ in learning Grammatical Knowledge to Improve Writing Skill Ability
Text 8	Marketing Strategy through Social Media in Keripik Tankos Crispy
Text 9	The Frequent of Using Slang at STBA Pontianak

Text 10	The Speak Clarity Practice of Children with Learn Tongue Twister Since Kid
Text 11	Western Wedding Tradition in Indonesia
Text12	Analysis to learn of Phrasal Verb for English student in STBA Pontianak
Text 13	Fun Ways to Improve Your English in Volare Chit Chat Program
Text 14	The Impact of Tourism in Kayong Utara
Text 15	The Analysis of Translation Procedures on Literature Books
Text16	The Problems of Student using English Vocabulary in STBA

DISCUSSION

Plagiarism software and tools are numerous and quite easy to find online, students and academics simply enter correct keyword in the search engine. I evaluated the available online plagiarism detector softwares in order to test the effective and efficient checker. I found some existing softwares or tools by using the search engine, they are PlagScan, Plagamme, Grammarly, Quetext, Plagiarism Software, SmallSEOTools, Turnitin, Engine Reports. Out of eight programs, the similarity found in some available tools. The difference lies on the features (paid and free features) and the service. Some softwares or tools require a user to register by adding his/her personal detail, but the other does not. PlagScan provides different paid features (for private, organization, or enterprise IT), and one should register to use it. Similarly, Plagamme offers the paid feature, and one is also required to sign up and inform other people about the product for free feature. Meanwhile, Grammarly provides more complete examination, it is not only detecting plagiarism but also writing issues regarding grammar, punctuation, spelling, enhancement, style, sentence structure. However, it only displays the number of findings, not in a detail explanation and tips, because it requires people to create and account to get the additional benefits. Quetext and Plagiarism Software provide a simple feature where one can easily copy and paste the text in the available box, then it start detecting similarity score. The latter tool even offers the user to check plagiarism in .docx or .txt files or URL as well as Webpage URL, but it turns out that it requires the user to register for using it. Small SEO Tools

offers varied features for different purposes and uses; thus, one should pick plagiarism checker feature. The plagiarism checker of Small SEO Tools is only able to check 1000 words, one simply has to copy and paste the text, click confirmation box and wait for the result. For using Turnitin, one should download the plagiarism spectrum program by filling his/her personal data beforehand. In the meantime, Search Engine Reports is a free plagiarism checker in which one can add a text, not more than 1000 words, or upload a file in .txt or .docx format to be checked. This plagiarism checker also has some different features; thus, one should choose Plagiarism Checker in order to check plagiarism in writings. The effective and efficient use means that the checking process loads immediately, it does not take time, and provides accurate identification. Of all existing checkers, the Small SEO Tools and Search Engine Reports are two free plagiarism checkers that does not require user registration, they are also simple and easy to be used.

The articles were written about 203-684 words with different topics and arguments. Some students still have problems in understanding the use of grammar, sentence structure, and even spelling; hence, the articles were written in incorrect grammatical order and sentence structure, and contained misspelling. I display Text 16 that shows many grammatical errors and misspellings which were actually minor yet repetitive. this issue tends to indicate one's proficiency in writing, comprehension in delivering argument, and thoroughness in the language use. However, low quality of the article cannot be detected by the plagiarism checker, in which the result for Text 16 is 100% unique (no plagiarism detected) in both checkers.

Picture 1. Text 16: Misspelling and Grammatical Error

CHAPTER I

A. BACK GROUND

It vocabulary is important element in second language acquisition. This study highlights the importance of English vocabulary learning as a supported factor of learning grammar. The previous study conducted by the researcher described the needs analysis of English learning by the students of whom the samples were and psychology.

The result has proved of English proficiency, some of the respondents even described that grammar was their nightmare for any of test, the researcher has attempted to develop a workbook of grammar formula solution for English grammar in more hands on worksheet compilation.

The second of English proficiency is vocabulary, give space wrong punctuation the lack vocabulary make them lose the meaning of parts of sentence in certain test. A list of vocabulary problems the students tend to wish that they will have lot vocabulary could be implemented in translation skills and speaking.

Make up the framework while the vocabulary is the meat that makes the body from be able to communication in the target language if the mastery of vocabulary is inadequate. The vocabulary would be a less important part of mastering grammar, however, I don't know the meaning that and learning vocabulary used previously carried by method of memorizing, this proved to effective to improve the master vocabulary is feel bored lesson because they have not change their learning as the paper trying to learn by heart or students with translation problems and even culture barriers.

The performance of Small SEO Tools and Search Engine Reports is different; the former checker tends to load easily and provide fast result, while the latter takes a little bit longer. Both plagiarism checkers also show different results, Small SEO Tools found two contents that do not reach 100%: Student 6 (86%), and Student 12 (80%). Meanwhile, Search Engine Reports gives score under 100% to six contents, specifically Student 2 (90%), Student 5 (95%), Student 6 (88%), and Student 7 (95%), Student 12 (92%), and Student 15 (96%). In other words, Small SEO Tools and Search Engine Reports assess the tendency of plagiarism using different method as seen in Text 6 and Text 12. The percentages in Text 6 are 86% (SST) and

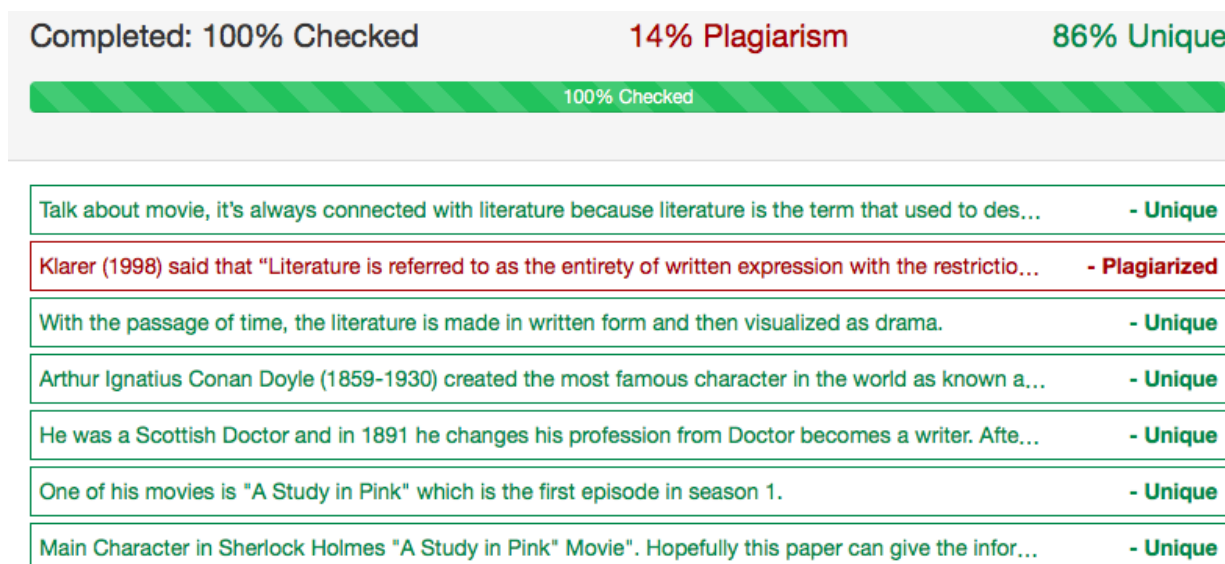
Table 2.
The Difference of Percentage in Small SEO Tools (SST)
and Search Engine Report (SER)

Data	SST	SER	Data	SST	SER
Text 1	100%	100%	Text 9	100%	100%
Text 2	100%	90%	Text 10	100%	100%
Text 3	100%	100%	Text 11	100%	100%
Text 4	100%	100%	Text12	80%	92%
Text 5	100%	95%	Text 13	100%	100%
Text 6	86%	88%	Text14	100%	96%
Text 7	100%	95%	Text 15	100%	100%
Text 8	100%	100%	Text16	100%	100%

88% (SER), in which both checkers detected similar part (a direct quotation, with source and quotation mark). The conspicuous figure found in Text 12 as Small SEO Tools detects 80% unique but Search Engine Reports made it into 92% unique. In addition, Small SEO Tools did not find plagiarism tendency in four texts, namely Student 2, Student 5, Student 7, and Student 1. There is no detail information about the way each tool calculate or determine the percentage of plagiarized and unique contents. However, Small SEO Tools apply Google plagiarism test in determining whether a text is free from plagiarism or not.

In presenting the matching words/phrases/clauses/sentences found in the contents, Small SEO Tools and Search Engine Reports also provides different services. In Small SEO Tools, plagiarized content (Picture 2) in red highlight, and green indicates unique content or not plagiarized content. Besides, it shows the percentage of plagiarism and original idea as seen that Text 6 is 16% plagiarism, 86% unique. To see the original source of the plagiarized content, the students simply click the red one. After that, a new tab will be opened leading to google search engine in showing some options of original source. Small SEO Tools provides easy way in looking for the original source as the search engine shows previous studies that use the same reference. Besides, this tool also detect plagiarism by showing the piece of sentence. In short, the way Small SEO Tools present the plagiarized content is different from Search Engine Reports (Picture 3).

Picture 2. Small SEO Tools on Text 6 (86% Unique)



In Search Engine Reports, the plagiarized content of Text 6 is 12%, while unique content is 88%. This checker actually provides better identification on the matching text, however it does not sufficient. The students simply go to the webpages presented to see the original source, but they have to do two steps: 1) identify the similar words/phrases/clauses/sentences; 2) check the similarity by searching the similar words/phrases/clauses/sentences.

Picture 3.
Search Engine Reports on Text 6 (88% Unique)

The screenshot displays a plagiarism checker interface. At the top, it says "Plagiarism checked". Below that, the logo for "Premium Plagiarism Checker" is shown, along with the text "with Unlimited Searches" and a "Check Now" button. A green checkmark icon is followed by the text "Excellent, your content is 88% unique." Below this, it states "12% Content matched with these webpages:". Two search results are listed, each with a "Match Text" label in a red box. The first result is titled "CHAPTER I" and includes a snippet of text from Klarer (2004:1) and a URL. The second result is titled "Top 5 Sherlock Holmes memorabilia ever auctioned" and includes a snippet of text about Arthur Conan Doyle and a URL.

After using and comparing both online tools, I checked six plagiarized contents to make sure and identify types of plagiarism. Of six plagiarized contents, three contents (Text 2, Text 12, Text 14) that can be categorized as plagiarism because it does not have sources (including author and year of publication), and does not use quotation mark, while the other three written in direct citation method. In other words, types of plagiarism committed by the students are verbatim copying (copy and paste someone's idea, without appreciate the author) and deliberate inaccurate use of references (by deliberately excluding the source). Briefly,

The students still do not aware of their mistakes in citing references although they had been taught about how unintentional plagiarism may happen, forms of plagiarism, and the way to prevent plagiarism by paraphrasing, summarizing and quoting in a correct manner. After using the tool, students were expected to learn the practice of doing correct citation, they can also avoid doing the same mistakes, and submit their revision. However, only two of six plagiarized contents were revised in accordance with the findings showed in both plagiarism checkers. In short, I may conclude that students' ignorance, laziness, and careless acts take precedence over academic integrity.

It is also found that two contents were revised based on the tool suggestion because the texts used direct quotation without acknowledging

sources. The other four contents are still the same because the contents identified as plagiarism actually employs correct citation style. Briefly, lecturers or students cannot merely depend on the online plagiarism detector tools to assess students' writing skill as the tool cannot differentiate the citation styles used in writings, and the correct use of legitimate citation. Therefore, the tools still can detect plagiarism, although sources were clearly written in the article.

CONCLUSION

Tricks to cover academic misconduct are likely existing in academic environment; even worse, it tends to keep growing in line with the development of technology. It takes teacher's and lecturer's commitment to uphold and promote academic integrity, through classroom policy that sets the rule of academic integrity.

After analyzing the online plagiarism checkers, there are some points should be noted. First, Small SEO Tools detects two plagiarized contents, while Search Engine Reports identifies four plagiarized contents. Second, both tools show different figures in presenting the percentage of plagiarism and unique content. Third, both tools cannot ensure 100% correct identification as they cannot recognize citation style or direct quotation, they cannot identify the correct use of legitimate citation and detect plagiarism on texts full of grammatical errors or misspelling. Briefly, this research found that Small SEO Tools and Search Engine Reports provide varied support to the user who seeks for free plagiarism tool; thus, the preference of either tool depends on the user's purposes. For the students of Sekolah Tinggi Bahasa Asing (STBA) Pontianak, Small SEO Tools is beneficial in checking their works since it offers a quick detection process. In addition, the use of plagiarism checkers needs can support students' writing development, and

This research was limited to the comparison of two plagiarism checkers in detecting sixteen texts to assess students' academic integrity; hence, the findings were controlled. I recommend the future researcher to conduct broader study and different approach, the next researchers may conduct the influence of proficiency level in detecting plagiarism, or the way Small SEO Tools and Search Engine Reports calculate the percentage of plagiarized and unique contents, or about the comparison of some paid plagiarism tools.

BIODATA

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USING E-MAIL FOR ONLINE CORRECTIVE FEEDBACK IN ACADEMIC WRITING OF THE FOURTH SEMESTER STUDENTS AT UNIVERSITY LEVEL

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Abstract: With the rapid technology development, distance education and online learning are being considered a viable path for adult education. In teaching writing, feedback is important but the focus now is on which type of corrective feedback would be effective to enhance students' written performance. This study focused on investigating the efficiency of using online corrective feedback (via e-mail) for academic writing compared to conventional corrective feedback methods. In order to examine if this online form of corrective feedback could be introduced into academic writing classrooms, an experimental design was selected to compare a control and an experimental group of the fourth semester students in academic writing class-rooms. The statistical analysis applied to this research indicated that online corrective feedback was more efficient. It improved the students' writing skills. The results showed that online corrective feedback can be potentially useful when integrated into the teaching and learning of academic writing.

INTRODUCTION

In this globalization era, English has become the means of communication for all people around the world. It means that to communicate using English effectively, the English learners have to develop four skills of English: listening, speaking, reading, and writing. From those four skills, writing becomes more and more important for globalized environments.

The university students all around the world have access to the internet and global communication network such as sending an e-mail and presenting and publicizing their academic papers on the international conference. Thus, it has been clear enough that improving writing to the students of university is very important. It is in line with Murray's statement that says all academics with good first degrees and higher degrees will have developed the ability to write for scholarly publication (Murray et al. 2008).

In addition, writing has always been regarded as an important skill in teaching and learning English as foreign language since it stimulates

thinking, compels students to concentrate and organize their ideas, and cultivates their ability to summarize, analyze, and criticize (Rao 2007). It means that by practicing writing the learners will be able to get stimuli to activate their thinking process, feel the compulsion to focus and organize their ideas and finally they can produce very good writing. It is also emphasized by Guasch et al. statement that writing is a central activity across disciplines in higher education (Guasch et al. 2013). So there is no doubt about how important is writing toward the student of university to express their ideas.

Knowing the importance of writing, it is important to create an effective writing class in English teaching and learning. The way how the lecturer runs the teaching and learning in writing will influence the students' writing skills. One of the aspect that influence the teaching and learning writing is the feedback toward students' writing provided by the lecturer. Feedback is one of important part in teaching and learning writing (K Hyland & Hyland 2006). It can give powerful effect learning process such as in writing (Norcini 2010). Feedback has long been regarded as essential for the development of second language (L2) writing skills, both for its potential for learning and for student motivation (K Hyland & Hyland 2006).

It is important to consider how students and lecturer perceive corrective feedback as there are differing views on the matter. The secondary school students in Hong Kong seem to prefer direct corrective feedback instead of indirect corrective feedback as they deemed their language instructors more competent in the language (Lee 2005). Liang found that students preferred identification of errors by underlining and coded feedbacks to enable them to improve their writing. There are ESL instructors who prefer to provide thorough corrective feedback of a learners' written work by means of identifying each and every mistake (Ellis et al. 2008). However, this may not be an effective way of helping students improve their written work. Others have worked on one linguistic feature at a time to assist students in reducing errors. So the researcher can conclude that the teacher should provide corrective feedback of a learners' written work by means of identifying each and every mistake.

In teaching writing, usually the lecturers use conventional corrective feedback. There are two kinds of conventional corrective feedbacks. The first is direct feedback and indirect feedback. Direct feedback is also known as explicit feedback. The lecturer gave the direct feedback by identifying the errors and correcting them on the learners' written essay. Indirect feedback is when the lecturer identifies the error but does not provide the correct form.

The lecturers usually give the conventional corrective feedback by providing codes as clues of the errors committed such as vt to represent verb tense error. In most cases however, the lecturers would underline, circle or place an error tally in the margin to indicate the mistake the students have committed. Ferris et al. (2000) investigated the effects of direct and indirect error correction and it found that more students revised their essays (88%)

under the direct error feedback compared to the indirect error feedback (77%). However, the study showed that at the end of the semester, there was significant reduction of errors made by students who received the indirect error feedback. In another study, Ferris and Roberts (2001) investigated the use of corrective feedbacks in the form of errors marked with codes, errors underlined but not marked and no error feedback.

Nevertheless, the conventional corrective feedback has weaknesses. One of them is that there will be problem if the students cannot understand the lecturers' writing dealing with the written feedback given by the lecturers on their written essay. Some students struggled with applying teacher feedback to their writing because they were unfamiliar with the grammatical rules and metalinguistic terminology connected with the errors (Lee 1997). Thus, the students usually find difficulties in interpreting the lecturers' conventional feedback. Many students, then, do not find it easy to write up their academic work into an acceptable form (Paltridge 2014). So, the researcher can conclude that giving conventional feedback on writing class is a challenging task, if learners do not understand the written feedback on their written essays.

The problems above occur at STKIP PGRI Tulungagung, the students of the fourth semester who are taking the academic writing subject find difficulties in learning writing. The lecturer usually does the conventional corrective feedback to check the students' writing skills. The conventional corrective feedback means that the lecturer checks the students' writing skills using paper and pen. He usually scribbles on the students' writing paper to give the written feedback. Then the students have to revise their writings based on the written feedback provided by the lecturer. Because in a week only a meeting for this subject, so there is no enough time to have more meeting to hold a consultation dealing with the students' writing.

Moreover interpreting the feedback from their lecturer seems not easy thing to do for students since they have to catch the point toward the lecturer's feedback toward their writing. Sometimes, they misinterpret the lecturer's written feedback toward their writing. Thus, some of them fail to provide the revisions based on the feedback given by their lecturer.

This situation is really inviting the researcher to conduct a study to use the new method of providing corrective feedback toward the students' writings. The researcher will try to use online corrective feedback using E-mail. She assumes that this new method of providing corrective feedback will be feasible to improve the students' writing skills. A number of benefits for the students related to the general use of technology in classrooms have been reported. The related study included increased motivation, improvement in self-concept and mastery of basic skills, more student-centered learning and engagement in the learning process, and more active processing, resulting in higher-order thinking skills and better recall (Stepp-greany 2002). It is also supported by the other studies that reported an improvement in student writing skills through the use of networked computers (Beauvois 1998).

There are some reasons of why the researcher wants to use this new method. The first, the use of technology at this time is widespread, as what happens in the students' environment of the fourth semester. Even technology is very useful for students to support their study. Technology permeates society with increasing accessibility to the internet via computers, laptops, mobile phones, tablets, and other devices (Nobles & Paganucci 2015). Internet technology allows technology education to be integrated into educational curriculums, and widespread expansion of the Internet plays a major role in learning and social interaction (Papanis et al. 2010) students need technology skills to be prepared for successful entry into a new, competitive workforce.

The second, online learning is a fast growing field in education worldwide. It is also an emerging focus in the areas of computer technology and language learning where scholars and teachers are examining the impact of technology on writing instruction (Yeh & Lo 2009). As the online composition classroom has become more common on university campuses, many researchers have looked for innovative ways to meet the needs of a new kind of learner—one no longer limited by constraints of face-to-face conferencing (K Hyland & Hyland 2006).

The third, with e-mail writing, the computer network technology has provided the participating students with a very different type of learning environment and greatly affected the way the students used and acquired the target language. E-mail writing activities were integrated into the regular structure and goals of the course (Liaw 1998).

The fourth, there are many researchers have already conducted the research using the online corrective feedback toward the students' writing skills. Most of their researches prove that this method is feasible method to improve the students' writing skills. Li (2000) investigated the use of online task-based activities in a process oriented writing class. The results showed that students were able to produce more syntactically and lexically complex essays. Students were found to be receptive to receiving feedback via e-mail compared to the conventional corrective feedback method using pen and paper. The other study is in contrast to the study conducted by Hosseini (2012) which indicated that using computers and the internet had significant motivational effect on the students.

Nezami (2012) also found that online corrective feedback, mainly recasts and meta linguistic feedbacks, was beneficial to learners. Many L2 writers mentioned that e-feedback influenced their writing process. The L2 writers indicated that receiving e-feedback from many people helped them focus on the strengths and weaknesses of their writings. Receiving multiple e-feedback encouraged students to re-think their paper and revise more (Tuzi 2004). It appeared that students in the computer-mediated class produced less mistakes/errors as compared to those in the conventional class (Tafazoli et al. 2014). The findings bear important implications for designing effective task-based e-mail activities for enhancing second language writing development. First of all, in order to make use of e-mail to enhance second language writing instruction, it is important to design

effective e-mail writing tasks that are not only interesting, but also meaningful and relevant to the objectives and content of the writing course. In integrating e-mail activities into second language writing, teachers should take full advantage of the on-line communication channel provided by computer networks to stimulate interaction among the students, foster communication and encourage collaborative writing (Li 2000).

Based on the previous researches above, the researcher was interested in implementing online corrective feedback using E-mail in the academic writing class. In doing this research, she integrated new different method. In the experimental class, she also provided certain consultation to help the students find it easy to have more explanation about the researcher's feedback toward the students' writings. Consultation here, it meant that the students were allowed to ask more question to researcher via E-mail when they found difficulties in understanding the feedback. The researcher conducted the study in the academic writing class of the fourth semester.

The research problem

Was the students' writing skill using online corrective feedback better than the conventional corrective feedback in the fourth semester students of English Department at university level?

The objective of the research

To examine students' writing skill using online corrective feedback as opposed to conventional corrective feedback in the fourth semester students of English Department at university level.

The hypotheses of the research

Ha: The students who were taught using online corrective feedback using E-mail achieve the writing skills better than the students who were taught using conventional corrective feedback.

METHOD

This study used quasi experimental. This study was conducted in Academic Writing class of the fourth semester students, 4A and 4B classes. Each of class consisted of 11 students. There were two groups, an experimental group and a control groups. Each group consisted of 11 participants. The whole process took about five weeks. The first thing that the researcher did was to make sure that the participants were similar in the writing ability before the experiment conducted. She gave the pretest to all of the participants from both the classes by giving an essay writing test. They had to write their essay on paper. She provided a topic and the students in both groups did the pretest in 90 minutes. The topic was about "Kids draw on the walls". The result of the pretest showed that the students' scores of writing ability were significant. The mean of A class was 68.6 and the mean of B class was 68.2 It meant that both of the classes had the same ability in the writing skill, especially in writing essay.

In the second week, the researcher applied the new treatment using online corrective feedback using E-mail in experimental group while in the control group she used the conventional corrective feedback using color pens. She asked both of classes to write topic. The topic was about “Homeschooling”. Both control and experimental groups were asked to write their argumentative essay dealing with the topic. The researcher asked the students to write their argumentative essays in to two drafts. In writing their argumentative drafts, the students had to finish the drafts in two weeks. It meant that in the third week, both groups still continued finishing their drafts.

The participants from the Experimental group (B) submitted their essays via e-mail while the participants from the Control group (A) wrote their essays on papers and submitted them directly to the researcher. In class B, students were required to use Microsoft Word Processor to complete their assignments and send them to the researcher through E-mails. In class A, on the other hand, students were assumed to give in paper-and-pen writing tasks in hand to the researcher. In the class A the type of feedback given on the students’ papers included underlining erroneous words and phrases along with including the corrected forms. While in class B, the feedback was given through E-mails. Corrective feedback was given to the participants of the Control group using the conventional approach – pen/pencil and paper. Feedback was conducted in the conventional way of scribbling at the errors made. However, the participants from the Experimental group received their feedback via e-mail. Their errors were highlighted in yellow and symbols are used to indicate the type of error made.

In the fourth week the researcher conducted the post test. The posttest was conducted in both of the control and experimental groups but in different schedules of the test. The researcher gave them a topic and they had to write their essay and finish their essays in 90 minutes. The topic was about “The role of good teacher for someone’s success”. In the fifth week, the researcher finished the research by providing the result of the research. The following is the schedule for the study:

No	Week	Activity	
		Conventional Corrective Feedback Group (A)	Online Corrective Feedback using E-mail (B)
1	1 st week	Pre – Test	Pre – Test
2	2 nd week	Writing an argumentative essay draft (1) on paper	Writing an argumentative essay draft (1) using E-mail
3	3 rd week	Revise the writing based on the researcher’s written	Revise the writing based on the researcher’s written

		feedback on their papers to prepare the next draft (2)	feedback on their file using E-mail to prepare the next draft (2)
4	4 th week	Finishing and Submitting the writing directly to the lecturer	Finishing and Submitting the writing via E-mail
5	5 th week	Posttest	Posttest

The following are the examples of giving online corrective feedback.

The screenshot displays a student's essay titled "Success" with several errors highlighted in yellow, green, and red. The feedback is provided in a sidebar on the right, with comments in blue and red. The student's text includes phrases like "Success is knowing a teacher, impossible!" and "Teacher is one of the factors that determine the quality of education in schools." The feedback points out issues such as "You should continue explaining in what way the teacher can influence the quality of the education," "The role of a teacher is to provide and share the new knowledge of the students," and "It should at least describe what the writer will explain in the following paragraphs." The feedback also addresses grammar and spelling errors, such as "is a about teacher, not environment" and "is a jumble that no one controls right or wrong on the internet."

DISCUSSION

This study was aimed at examining whether there was any difference between the impacts of online corrective feedback as opposed to conventional corrective feedback in the fourth semester students of English Department at STKIP PGRI Tulungagung in academic year of 2016/2017. In order to establish the homogeneity of the groups, two independent sample t-tests were conducted to examine whether the students of the two groups of online corrective feedback using E-mail and conventional corrective feedback were significantly different. As presented in Table 1.3, there was no statistically significant difference between these two groups. Therefore, it could be concluded that these groups were comparable.

Consequently, in order to examine and compare the effects of the online corrective feedback versus conventional corrective feedback on the students' writing skills, a writing post-test administered to get the data. The test was about writing an argumentative essay. The researcher provided a topic. The researcher graded the students' writings by providing an essay rubric. The essay rubric had 4 traits. There were focus and details, organization, voice, word choice, and sentence, structure, grammar, mechanics, and spelling. In getting the score for each student, the researcher used the rubric.

Essay Rubric				
Directions: Your essay will be graded based on this rubric. Consequently, use this rubric as a guide when writing your essay and check it again before you submit your essay.				
Traits	4	3	2	1
Focus & Details	There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information.	There is one clear, well-focused topic. Main ideas are clear but are not well supported by detailed information.	There is one topic. Main ideas are somewhat clear.	The topic and main ideas are not clear.
Organization	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
Voice	The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited.	The author's purpose of writing is unclear.
Word Choice	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
Sentence Structure, Grammar, Mechanics, & Spelling	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.
Reviewer's Comments				

After getting each student's score, she uses SPSS 16.0 to analyze the data. The following is the result of data analysis using SPSS 16.0 for windows.

Table 1.4

Paired Samples Statistics

	Mean	Std. Deviation	Std. Error Mean
pretest_control	5.36	1.409	.631
pretest_experimental	5.09	1.410	.633

Table 1.5

Paired Samples Correlations

	N	Correlation	Sig.
pretest_control & pretest_experimental	13	.452	.163

Table 1.6

Paired Samples Test

	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Mean Std. Error	95% Confidence Interval of the Difference				
				Lower				Upper
posttest - conventional - Pair 1	-9.727	6.246	1.883	13.924	-5.165	10	.000	

Based on the tables above, the researcher made the analysis as follows:

1. Mean difference; from the table Paired Sample Statistics showed that mean of conventional corrective feedback posttest was 75.36 and the mean of online corrective feedback posttest was 85,09. It meant that the posttest of online corrective feedback group was higher than the posttest of conventional corrective feedback.
2. Paired Sample Tests; from the table Paired Sample Tests showed that significant value (2-tailed) is 0.000. If significant level is 5% or $\alpha < 0.05$, so that $0.000 < 0.05$, the researcher concluded that H_0 was rejected and H_a was received

This study was in line with some previous researches. Tafazoli states that in his research the use of computer was really helpful to improve the students' writing. Electronic venues such as the Microsoft Word or E-mails provide features that inform the users about some of their writing mistakes/errors such verb agreement or spelling mistakes (Tafazoli et al. 2014). This feature influence the students' motivation of experimental group. They felt excited in working with the technology, especially in writing. This condition also happened to this research. It meant that the students felt more motivated when the researcher taught writing using online corrective feedback using E-mail. They found the feedback from the researcher easily since the feedback was written in the form of font form the Microsoft Word. In addition, they also found it easy to revise their writing based on the feedback given by the researcher since the just delete the wrong words or phrases even paragraphs and retype it to provide the revision. This study is in line with the research conducted by Tuzi. The feedback done using electronic impacted to the students' writing (Tuzi, 2004).

In the contrary, the conventional corrective feedback still found difficulties in interpreting the researcher' feedback. Even though from their pretest and posttest scores there was improvement but their achievements

were not better than the online corrective feedback scores. Based on the process, the researcher found that to revise their writing the conventional corrective feedback group needed more time than the online corrective feedback using email group. It was supported by other research that said giving conventional feedback is really time-consuming process (Shintani, 2016).

A study conducted by Scheeler, McKinnon and Stout (2012) also found that using online corrective feedback had positive effect on 5 pre-service teachers. However, ESL instructors were also encouraged to find out their students' preference for corrective feedback before the writing lesson. Li (2000) investigated the use of online task-based activities in a process oriented writing class. The results showed that students were able to produce more syntactically and lexically complex essays. Students were found to be receptive to receiving feedback via e-mail compared to the conventional corrective feedback method using pen and paper. The value of feedback in improving collaborative writing assignments in an online learning environment (Guasch et al. 2013).

CONCLUSION

The study reported in this article has a number of limitations. The sample size was fairly small. Nevertheless, the result of this research showed that the use of an online corrective feedback using E-mail method is feasible for teaching writing skill. The online corrective feedback using E-mail can help the researcher improve the students' writing skills, especially in writing an argumentative essay. However, since the results are positive in this study, the researcher recommends for more extensive research in teaching academic writing especially in writing an argumentative essay using the online corrective feedback using E-mail with bigger numbers of the sample.

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AN INTERACTIVE DIGITAL MULTIMEDIA OF SCRABBLE CERIA TO INCREASE THE USE OF ENGLISH VOCABULARY

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Abstract: This research aimed to develop scrabble *ceria* as an interactive learning media in teaching vocabulary for 4th grades elementary school students. The research had been conducted in 10 steps of Bog and Gall. The techniques of data collection were interview, expert judgement, and test. The results showed that scrabble *ceria* was valid and effective to be used in English learning. The rate of 5 ‘good’ for content validity and with the rate of 4,2 ‘good’ for media and it was effective to improve students’ vocabulary acquisition. The mean score of preliminary test was 3,76; the score of the main test was 4,03; and the mean score of the field test was 4,08. Based on the operational field trial showing $p < 0.005$, which means that there were significant difference in the vocabulary mastery of the students who were taught using the developed media and those taught using a conventional media.

INTRODUCTION

21st century has created dynamics in global systems, one of them is marked by needs of 21st century human generation entering *knowledge-based society* generation or global knowledge. It means that, today, the world has become place for 21st century human, that, finally, generates a human need for global and modern knowledge, technology, and communication. Along with the issue, English becomes vital medium in socialization, and it also becomes urgent need for human in 21st century. Therefore, English is necessary to give everyone, including in Primary School, as efforts to create 21st century human with global vision. Reflecting from the condition, education become a vital line which must be able to facilitate and organize development of English skill in students, so that

english language skill resence is necessary to facilitate really in learning process, including in Primary School.

In Indonesia, English learning is extracurricular and become local load for some schools. Although position of English learning in 2013 curriculum functions as extracurricular, yet each of private or specific schools gets power to organize English learning to include in local load learning based on decree of assemblies and institutional negotiation protecting the schools. Referring to role of English as one learning in schools, expected *output* is presence of English mastering in Primary School students complying with achievements of learning. Of some learning achievements, mastering of English vocabulary is one vital *output* expected to appear in Primary School students.

Considering that language needs many vocabulary provisions and sufficient *grammar* forms; therefore, these must be mastered since the language learning basis is given. Discussing the perspective, as one part of language, mastering of English vocabulary will affect creation of sentences and their understanding. Mastering of English vocabulary is important to teach on Primary School age of students because students can remember and understand more vocabularies. Mastering of English vocabularies also affects English conversation, *grammar* and *tenses* in next levels.

However, in fact, mastering of English vocabularies in Primary School students is still categorized low, as occurring in Grade IV students of Primary School of Labschool UNY; based on results of *need analysis*, we can understand that mastering of English vocabularies of students is still low, when students were asked to write appropriate English vocabularies in discontinuous *sentences* by connecting them to pictures representing the vocabularies, 95% of students could not answer appropriately. Besides that, based on data of students' learning results in English learning, average scores of 25 students were 40.45 where highest score was 65 and lowest one was 15. This condition ins one affected less innovatively by English learning climate coordinated in Primary School, most of teachers used conventional methods in English learning, the condition caused weak enthusiasm for students in learning. Learning media are one object able to give attractiveness and increase learning enthusiasm for students in classrooms. Therefore, teachers should maximize use of media in learning.

Dewdney & Ride (2006) gave conception that "*media are the means for transmitting or delivering messages and in teaching and learning perspective delivering content to the learners, to achieve effective instruction*". Killen (2003) add that "*teaching and learning are considered complex process aids, which results active involvement of learners or instructional aids, which results active involvement of learners and makes teaching more interactive.*" Whether *et all* (2010: 43) also suggested that "*the interactive learning media helping for to organizing communication and make sure that everything ready for learning communication.*" It means that learning media help make communication in learning readier and directed to achievable learning goal.

Thomas (2008:106), furthermore, suggested that “*Teaching aids certainly amplify teachers effortful presentation more into influencing instructions. The use of variety of teaching aids has successfully transformed most classrooms from traditional setup, where teachers do most of the talking and students are passive listeners, into participatory learning centers facilitating productive learning.*” Learning media reinforce teachers’ presentation to be better as to change traditional learning climate into active and participative one to facilitate students to be more productive.

Learning media to train mastering of English vocabularies are very necessary. Exact media are ones consistent with characteristics of students and making students interested in learning the English. Media used to learn English vocabularies are media with digital version *Scrabble Ceria* the digital version *Scrabble Ceria* are expected to help students master of English vocabularies and help teachers give materials of English vocabularies to Primary School students.

Based on the description, this research aims at developing interactive digital multimedia of *Scrabble Ceria* which are feasible and effective in learning English vocabularies for Grade IV students of Primary School of Labschool UNY.

RESEARCH METHOD

This research used Research and Development (R&D) by Borg and Gall (2003:570). The subjects of research are 40 Grade IV students of Primary School of Labschool UNY (State Primary School of Giwangan Yogyakarta). Data obtained in this research are quantitative and qualitative data. The data were collected by interview, expert evaluation, such as, expert of material, expert of media and test (*pretest* and *porttest*). The data were analyzed by interactive analysis for qualitative data and statistical analysis for quantitative data using t-test and ANOVA test analysis.

FINDINGS AND DISCUSSION

The results of research and development are multimedia-based educative game products of *Scrabble Ceria* as interactive media of English vocabulary learning for Grade IV students of Primary School of Labschool UNY. *Scrabble Ceria* has been validated by expert of media and material, and tested in Grade IV students of Primary School.

Validation conducted by expert of material is seen from aspect of material *content* presented in learning media such as intelligent dictionary containing collection of English vocabularies. The following are data of validation results from stages 1 and 2, understood in end stage, material in *Scrabble Ceria* media has score of 4.3, so that it is included in excellent category.

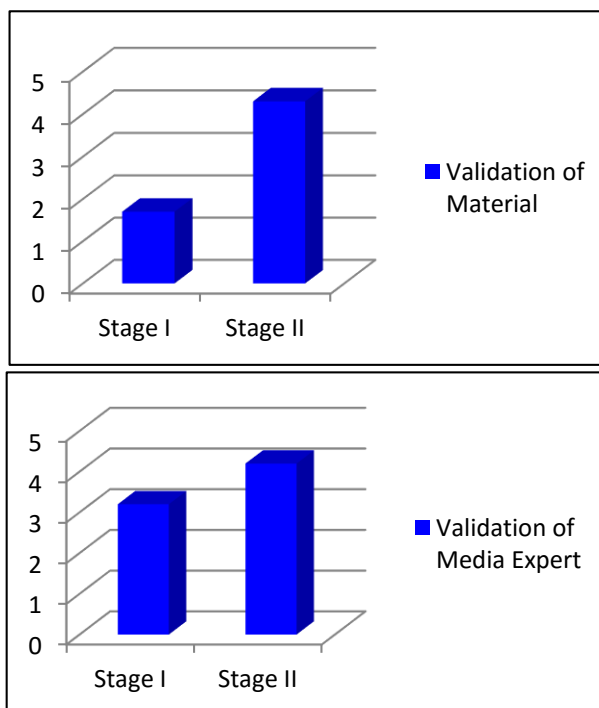


Figure 2. Judgment of Media Expert.

In end stage, *Scrabble Ceria* media have score of 4.2, so that these are included in excellent category. Of both expert validation results, it can be understood that *Scrabble Ceria* digital multimedia have been found feasible materially and media for use in English learning for Grade IV Students of Primary School of Lab School UNY.

After doing feasibility test, *Scrabble Ceria* media were furthermore tested for effectiveness in use english vocabulary. Results of trial & error for students were continued in 3 stages, namely, preliminary trial & error with 6 students as subjects, main trial & error with 20 students as subjects, and field trial & error with 40 students as subjects.

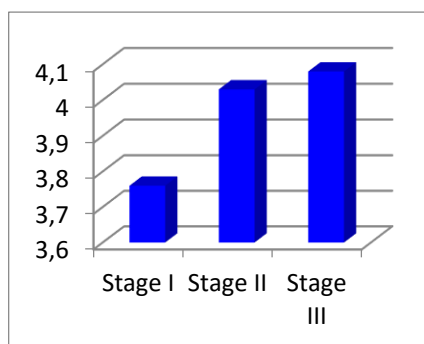


Figure 3. Results Use of English Vocabulary

Based on the diagram, it can be understood that the results use of english vocabularyat students experienced increasing in each of trial & error stages. Stage I show score of 3.76 and increase on stage II into 4.03 and the result score test of 4.08. It can be concluded that the result use of vocabulary english improve constantly.

Beside that, to understand effectiveness of *Scrabble Ceria* media use, so that experiment was conducted by comparing conditions before and after using *Scrabble Ceria* products. The results of student learning in pretest and posttest in control classroom and experiment classroom are shown below:

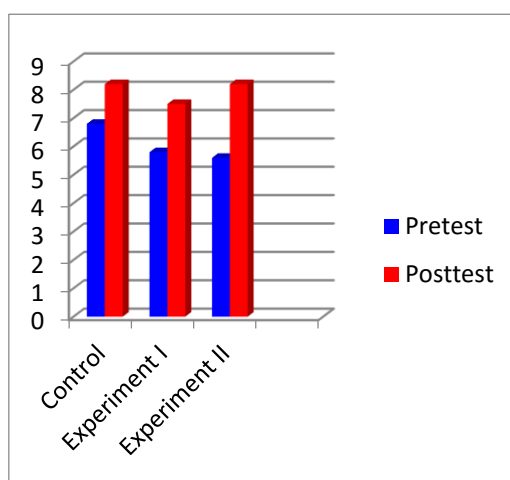


Figure 4. Result Use of English Vocabulary in Control Classroom and Experiment Classroom

Of the results, it can be understood that increasing of posttest and pretest in experiment classroom was higher than increasing of posttest and pretest in control classroom, so that it can be understood that *Scrabble Ceria* media are effectiveto increase english vocabulary.

Besides that, to understand the statistical results of *Scrabble Ceria* product effectiveness, statistical test was also conducted using t-test and anova test. The result are shown below:

Table1. Result of Independent Sample Test

Levene's Test for Equality of Variances		t-test for Equality of Means		
F	sig	T	Df	Sig (2-tailed)
0.798	,377	-3,481	46	,001

Based on the results of *independent sample t-test*, it can be seen that score of $F = 0.798$ with significance level = 0.377. It indicates that learning

completeness comparison variances of students between control classroom and experiment classroom 1 is equal. This test used *equal variances assumed*. The results also indicate that comparison value t for *equal variances assumed* in comparison results 1 is 3.481 with significance level = 0.001, because significance level value ≤ 0.05 , H_0 is rejected. Based on the results, it can be concluded that there is significant difference of learning results between students of control classroom and students of experiment classroom 1. The result between students of control classroom and students of experiment classroom II are shown below:

Table 2. The result between students of control classroom and students of experiment classroom II

Levene's Test for Equality of Variances		t-test for Equality of Means		
F	sig	t	df	Sig (2-tailed)
0.592	0.446	-3.793	47	0,001

Based on the results of *independent sample t-test* calculation, it can be seen that F value = 0.592 with significance level = 0.446. it indicates that learning completeness comparison variances of students between control classroom and experiment classroom 2 are equal. This test used both *equal variances assumed*. The table also indicates that comparison t value for *equal variances assumed* in results of comparison 2, namely, 3.793 with significance level = 0.001, because the significance level value ≤ 0.05 , H_0 is rejected. Based on the case, it can be concluded that there is significant difference from learning results between students with control classroom and experiment classroom 2.

Based on the calculation, H_0 is rejected and H_1 is received, it means that significantly average score of pretest is different from mean posttest score. It indicates that learning activities using *Scrabble Ceria* media in simple English vocabularies learning can increase students' competency to remember simple vocabularies in English. It can be said that *Scrabble Ceria* is effective to use in simple English vocabularies learning. Whereas, of the anova test calculation, the following results can be understood:

Table 2. TheResult of Anova Test

Levene's Test for Equality of Variances	
f	sig
7.974	0.001

It is understood that F value = 7.974 with Significance = 0.001. Because significance level value ≤ 0.05 , H_0 is rejected. Based on the cause, it can be concluded that there is significant difference of learning results

between students with control classroom and students with experiment classroom.

Referring to the results of t-test and anova test, digital multimedia-based *Scrabble Ceria* is found feasible and effective to use in simple English vocabularies learning for Grade IV Students of Primary School. Increase of these learning results is affected by use of *Scrabble Ceria* media which can effectively help students learn and give significance in the students' learning. Use of media in increasing learning process effectiveness was previously expressed by Naz & Akbar (2015:35) that "*Media for learning-learning process provides the tools to engage learners powerfully in the learning process. It greatly enhances the effectiveness of communication. If it is properly designed, skillfully produced and effectively used have great influence on teaching & learning.*" Learning media can provide tools to involve students actively in learning process, the use of media can increase effectiveness in learning. If it is designed well and effectively, it can give positive big effect in the students' learning activities.

Compilation of simple vocabularies in English such as compilation of some nouns which may be found near residence of students is expected to train students' skill in mastering of English vocabularies and train skill to write and read words in English. Webster (1988:110) gave idea indicating that "*Vocabulary is a list of words usually arranged alphabetically and defined, explained, or translated into the range of language, the stock of word a person's command the word used in particular, the branch of object language referring to the definition of vocabulary, it is understood that vocabulary is the basic element of language which will make human communication passive.*" Thus, in learning vocabularies, students may develop their language competency. Furthermore, Nation (1974) suggested that "*When we want to teach a word, we have to teach three things: (1) the shape or form of the word, (2) the meaning of the word, (3) the form and the meaning of the word together.*"

Allen & Vallete (1983:116-117) found that "*Teaching vocabulary can be meaningful if the teacher can conduct the teaching process by combining the available technique of teaching. It is hoped that a good technique will be more enjoyable, interesting and motivating so that the students will not be bored in the teaching and learning process.*" In association with the finding, through the *Scrabble Ceria*, excitement and significance of vocabularies learning in students can be formed, the students seemed to be glad and enthusiastic in following *Scrabble Ceria* games presented in the digital media.

NAPA (1991) assumed that, "*there are many ways that can be used to develop students' vocabulary achievement. It can be taught by using many different techniques, such as picture, crossword puzzle, song, game, text, scrabble and translation. One of the techniques for teaching English vocabulary is by using game. Games can be used as one of the educational techniques in teaching learning process. Games can break the tension and help the students to avoid boredom in learning English.*" Considering the assumption, compilation and formation of words in English by vocabularies

games using *Scrabble Ceria* games can train creativeness and thought of students. In relation to characteristics of Primary School students, in the *Scrabble Ceria* games, the students must compile letters into a word having meaning. It means that games can be alternative to learning which may reduce stress and help students avoid boredom in English learning.

In addition to aspect of media attraction, implementation in using *Scrabble Ceria* is also affecting learning significance of students. Implementation of learning by *Scrabble Ceria* media forming small groups is intended in order that each of groups can compete in compiling vocabularies in English. Playing in groups gives chance and lesson to students to interact, tolerate each other. Preferred Games tend to be activities to play in groups.

In study conducted in 2014, Patmasari has proven that use of *Scrabble Ceria* games can increase mastering of vocabularies for students, the results of study indicate that average pretest value of students is 57.24 and average posttest value is 71.15. However, difference from this study indicates that *Scrabble* is not presented in digital format, but it uses *Scrabble* board. In 2011, Putri found that *Scrabble* can function as alternative media to help students learn descriptive text and increase students' vocabularies in Indonesian language learning, its difference from this study is lesson load being different research target, in this case, it was conducted in English learning. Given some previous research assumptions, it can be understood that use of *Scrabble* media can increase results of students' learning, especially in mastering of vocabularies.

CONCLUSION AND SUGESTION

Research and development activities of digital multimedia-based English vocabularies learning media products intended for Grade IV Students of Primary School of Lab School UNY had been conducted according to research procedure. In validation stage, expert of material gave very good evaluation and expert of media gave good evaluation. Based on evaluation by experts of material and media, *Scrabble Ceria* is found "feasible" to tried in Grade IV Students of Primary School of Lab School UNY. In preliminary trial & error, *Scrabble Ceria* got good evaluation, main trial & error got excellent evaluation. Based on the results of pretest and posttest score comparison, these show mean score difference significance and *Scrabble Ceria* is found effective to use as digital multimedia-based vocabularies learning media for Grade IV Students of Primary School of Lab School UNY.

Products of this research can be used in learning the English vocabularies of Primary School. Follow-up research and development need to organize at level of smartphone and similar gadget software-based digital version *Scrabble Ceria* multimedia creation.

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EDPUZZLE: APPLICATION TO CREATE VIDEO WITH TASK

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INTRODUCTION

As the part of contemporary society, language learning is not anymore attached with conventional teaching aids, such as flip chart, realia, or even books and whiteboard. Technology advancement in 21st century forces teachers to employ technology to make learning process effective. Ertmer and Ottenbreit-Leftwich (2010) even supports the idea by stating that technology is essential to successful performance outcomes. A simple way to make use of technology in order to boost learning process is by employing video as visual aid. Numbers of researches highlight the use of video in mediating English language learning. Video has been one of aids which can support engagement with students, because it can definitely stimulate and facilitate learning of foreign language (Canning-Wilson, 2000). More than the aforementioned fact, video can connect with students better for it provides authentic language input (Katchen, 2002). With the help of teachers, video can still remain entertaining but students can still use video for learning (Stempleski, 2002).

However integrating video in classroom might be challenging for some teachers especially those who are digital immigrants. Those who are not born into digital world are not adaptive enough in using technology especially video (Prensky, 2001). They believe that video can help learners to make language learning more make sense, but as audiovisual materials, they have not got a clue on how to integrate it into meaningful learning process. He (2016) suggests four advantages of using video in language teaching. He considers video as visual aid with full of context which includes body language, facial expressions, and artefacts. Therefore, it brings students to real world, especially when the video is created by learners which can be viewed and commented by audiences beyond classroom. Considering that video might establish connection with unconscious mind and emotions, it might also bring emotional impacts. The most prominent support towards effective teaching and learning is that video creates redundancy. Video might repeat messages visually, and verbally.

Based on Brown (2016), there are five ways to use video in the classroom which are guessing the dialogue, translate and order, saying what you see, soundtrack and shadow reading. Despite of the proposed ways to use video, most of English teachers merely employ video by replaying the video or simply record students' performance and playback for the sake of feedback. On the other word, the use of video in classroom has been incomplete or misused. Therefore in order to promote the use of video as

effective visual aid in language classroom, and to support the five ways to use video in the classroom, this workshop attempts to introduce Edpuzzle as a site to help teachers employing video effectively.

Edpuzzle is a platform which allows teacher to pick a video and customize it based on classroom needs. This easy-to-use video platform helps teachers to save time in preparing visual aids, support classroom engagement as well as students learning. Through Edpuzzle, teachers can take video from numbers of channels such as YouTube, Khan Academy, Learn Zillion, and National Geography, etc. Beside the aforementioned channels, teachers can also re-use other teachers' video lesson. Moreover, upon taking video from the sources, Edpuzzle allows teachers to customize it so it can suit best with the needs of classroom. Teachers in fact can customize the video by cropping the video, so only the parts needed are available for lesson. Teachers can also record voice to explain, add clarification, and insert instruction. Beyond playback and presenting video as visual aids, teachers can also embed quizzes along video to check students understanding.

This workshop is directed for English teachers and lecturers at different levels, aiming to promote the effective use of video in order to engage better with the students. By acknowledging and implementing the platform in order to customize video for visual aids, deeper learning experience shall be gained.

REVIEW OF RELATED LITERATURE

Video in Classroom

Involvement of video in classroom has been started around 1970s. Only during 1990s that video had lost its role in classroom. Although the rise and fall of video existed but undeniably, video provides wide range of materials and it changes the way education is delivered. Jamie Keddie (2014) mentioned six main reasons of using video in classroom, which are as motivation, language input, language output, skills, content, and models. Based on Keddie's explanation, by choosing the right video, engagement with language learners will increase. Language is more likely to be retained. As source of information, video material provides varied source of interaction, dialogue, and monologue. video can also provides wide range of spoken grammar. Beside being input, if learners are engaged by video it will provide stimulus for discussion. Through video, listening and speaking are facilitated, but it does not limit the possibility to integrate other skills within video. This integration of skills is feasible since video caters courses to be structured around themes. Further video can provide learners with model which enable learners to imitate the task.

Effective Use of Video in Classroom

There are numbers of research claiming that video brings positive effect on teaching and learning in classroom. Some researchers consider video as solution to address students who are visual learners (CBP, 1997, p.12). Video also helps to provide rich sources of information with opportunities to notice sensory images, dynamic features, relevant issues, and inherent problems (Baron, 1989, p.3). Although presenting video itself has bring numbers of benefits, instructor can customize or even create video to ensure better engagement with students.

To create effective educational video, cognitive load should be part of the consideration, especially the two channels on working memory. By using two channels on working memory, which are visual and auditory, integration of new information can be accessed better (Mayer and Moreno, 2003). Based on cognitive load theory, there are four effective practices such as signaling, segmenting, weeding and matching modality. Signaling or cuing is the use of on-screen text or symbols to highlight important information which helps learner to grab specific element and process it in working memory. Highlighting important information differently, segmenting chunks information to engage with small piece of new information. By segmenting, flow of information can be controlled. Another alternative of framing information is weeding which is by eliminating extra information which does not contribute to learning goal. Unlike the other practices, matching modality rather employs audio/verbal channel in order to convey information better.

Referring back to the four effective practices, it means we have to make sure that at some points students should experience interactive features of video. Although providing guiding questions might not be directly interactive, but questions help students to engage better with the information in video. Factually there are several tools which can support instructor to post questions into video, thus video can be treated as part of assessment. Additionally, well selected video should be done, based on the ability of the entertaining media to engage the learner active emotional states, initiate interest in a topic, and allow for absorption and processing of information (Marshall, 2002, p.7).

Producing and Customizing Video for Classroom

Beside ensuring the quality of video, it should also be suitable for classroom needs and context. Therefore, producing or customizing video might help instructors to fulfill classroom needs. Explicit support is necessary to help draw students attention (Brunvard, 2010) and make it learner centered.

Pre workshop information & Method

To run this workshop, we will need to prepare several logistics that will include laptop and projector, speaker, and mobile phone with active internet connection. Due to the time limitation and difficulties to reach the participants before the workshop, we will try to gather their basic knowledge on the topic of the workshop through probing questions delivered in the opening session. To support the success of the workshop, the participants can access these subsequent readings to gain ideas on how to use videos in their classroom better:

This workshop will mainly use student centered learning method. The activities are designed to let the participants to be the center of the learning process by letting them experience the creation of video with task and also the learning process which use video with task. KWL chart is going to be used in this workshop to allow the participants to monitor their own learning progress. Also, some application will be used to support the learning process. To begin the workshop, the speakers will conduct a small discussion with the help of mentimeter to gain information about the participants' prior knowledge and expected learning points. By letting the participants to experience several activities which are mostly experience by students, hopefully they will be able to gain important insights useful for creating video with task for their classes.

Outline of the workshop

Hook (5 minutes)

This activity is meant to help the participants to be focused on the materials of the workshop. Also, this session will help the speakers to gain information about the participants' basic knowledge on video usage. To improve the element of joy and provide additional experience to include technology in the learning process for the participants, the speakers will ask questions about the usage of video in the classroom by using mentimeter (<https://www.mentimeter.com/s/dfa3fda233fb7a30e0df3f39e6a76003/eb7de5465487/edit>). Besides improving the element of joy and provide additional technological experience, Mentimeter is a survey application which has also been useful to elicit information from participants.

Experiencing learning with video (10 minutes)

Having the participants shared the information about how they used video in their classroom; the speakers would like to invite the participants to experience learning process with video as one of the learning tools. In this session, the speakers will provide three different exercise in which in the first exercise they will listen to a recording, in the second one they will watch a video and lastly they will listen to a video which has been edited by using edpuzzle.

Exercise 1:

In the first exercise, the participants will listen to a recording about a specific topic. Here the participants will listen to a voice recording, not a video. After listening to the recording, the speakers will ask several questions related to the topic. The idea of this activity is to let the participants experience that in listening to voice recording they might not be able to have clear description on the scenario.

Exercise 2:

In the second exercise, the participants will be given an opportunity to watch a video with similar topic to the voice recording. The speakers will not play the whole video. This session will only focus on the several minutes of the video. After listening to the video, the speakers will several questions related to the content of the video. Following this activity, the participants will be asked to compare their experience in exercise 1 and 2. It is expected that they get the idea that with video, they can give better picture on the topic to the students and make the activity more interesting.

Exercise 3:

In the third exercise, the participants will be given an opportunity to watch the similar video that has been edited by using EdPuzzle. During the exercise, the participants will find several questions related to the topic in the video. By the end of this last exercise, it is expected that the participants able to differentiate the effectiveness of this exercise compares to the previous ones. It is expected that the participants can point out how EdPuzzle help teachers to be more effective in preparing videos for their classroom.

The exercises are given to the participants not to measure their skill in listening but, to let them experience which tool helps the students effectively. Thus, at the end of the exercises, the speakers will ask the participants to share which tool provides the best way to facilitate English learning in the classroom. At the end of this activity, it is expected that the participants be able to point out that even though video is useful for English learning, when it is not well managed it could be troublesome and ineffective. To explore the participants' understanding better speakers can also asked them to share possible problems in using video in the classroom. At the end, the speakers can introduce Edpuzzle as a tool to help them improve their videos.

To get into the workshop deeper, we would like to map participants' knowledge on the usage of edpuzzle and also the things that they want to learn about edpuzzle. These information will be gathered by using mentimeter

(<https://www.mentimeter.com/s/ed3f4b355eaae6792f40c2ab78907eda/3d28c9ac7761/edit>).

Edpuzzle: Application to create video with task

The speakers will invite the participants to experience editing video by using EdPuzzle. The speakers will show the steps via a simple video in and invite the participants to join via their mobile phone. To make it effective, the participants will be asked to work in pairs to complete a simple project of editing a video. The speakers will choose one of their works to be tried by all of the participants. Once the participants have completed the simple task to edit a video, the speakers will show how as teacher can see their performance via options provided in EdPuzzle. In this session, the speakers will also invite the participants to find ways to improve the effectiveness of teaching English using EdPuzzle. At the end, it is expected that they can combine EdPuzzle to their activities and also flipped classroom concept.

Reviewing Learning Points

Having the participants the prior activities, this section is designed to help them share the points they learned in the workshop. Following the session, the speakers will show the previous slides on basic knowledge that the participants have known before the workshop and the expected learning points, to help the participants see how far they have learned from the workshop.

CONCLUSION

Technology advancement in 21st century insists teachers to employ technology to make learning process effective. Ertmer and Ottenbreit-Leftwich (2010) even supports the idea by stating that technology is essential to successful performance outcomes. However integrating video in classroom might be challenging for some teachers especially those who are digital immigrants. Those who are not born into digital world are not adaptive enough in using technology especially video (Prensky, 2001). Therefore in order to promote the use of video as effective visual aid in language classroom, and to support the five ways to use video in the classroom, this workshop attempts to introduce Edpuzzle as a site to help teachers employing video effectively. Edpuzzle is a platform which allows teacher to pick a video and customize it based on classroom needs. By inviting the participants to experience learning using Edpuzzle and allowing them to see how Edpuzzle can help analyzing the classroom improvement, it is expected that this workshop can bring value for the participants.

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COLLABORATIVE LEARNING WITH INTERNET-BASED NATURE OF GOOGLE DOCS TO IMPROVE STUDENTS' CRITICAL THINKING

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Abstract: Critical thinking training requires a person to deliberately respond the teacher's stimulus in a collaborative learning with internet-based nature i.e. google docs; online applications to expose critical thinking competency. The purposes of the study are 1) to know the collaborative learning with google docs, and 2) to describe the collaborative activities in teaching English that expose the skill. This descriptive qualitative study was endorsed the data from the language teacher and students. The instruments used are observation questionnaire and document. The result indicates that the collaborative learning activities consist of three main parts: a) pre-teaching focuses on the orientation to access to Google Apps b) during-teaching focuses on students' engagement and, c) post-teaching includes sharing and commenting including feedback on their work. Meanwhile the learning activities to develop students' critical thinking split into two main parts with reference to the integrated teaching of English and those of language components.

INTRODUCTION

The fact that critical thinking is very important in the 21st century as the age of information and technology as stated by Elder (2007) and in the Partnership for 21st Century Learning (2014) mentions that one of the 4C skills required by the students in today's global community is critical thinking. Meanwhile, critical thinking skills are not a skill that can evolve by itself in line with the physical development of human. These skills must be trained through the provision of stimulus that requires a person to think critically. School as an institution of education providers has a responsibility

to help students develop other skills beside academic competence that is essential to their lives such as critical thinking skills.

The 2013 curriculum emphasizes modern pedagogic dimension in learning with the aim at improving the ability of high-level thinking (Ministry of Education and Cultures 2013). Critical thinking skills need to be given to students regarding the implementation of language learning, especially reading for high school students still directed at the intellectual level that is cognitive. In terms of literacy, the average students are only able to find information, but very weak to interpret, reflect and evaluate the content of reading. In other words, language learning method ignores other cognitive developments, for example to improve critical thinking (Yusuf 2013).

Due to the importance of implementing critical thinking for language learning, teachers should pay attention to these skills for students who have good thinking skills, the better the ability to formulate strategies and tactics in order to achieve success in global competition in the future. Through critical thinking, students are invited to participate actively and effectively to build their own knowledge (Ramsey 2009).

Previous research on critical thinking in language learning has been done by Junining (2015) with the result that the students' ability of cognitive, affective and psychomotor has appeared as in K-13 which is a national curriculum in 2013 for primary and secondary education in the context of Indonesia. However, the implementation needs to be evaluated regularly.

Keeping students excited and active in the classroom requires creativity on teachers' side. Once the teacher establishes the student-centered classroom and creates a framework for incorporating thinking skills into lessons, he or she can then consider strategies and methods that can enhance students' thinking ability. Nowadays a wide diversity of methods is available, both teacher and students can choose a way to meet their need. The goal of teaching is not only to pass the knowledge, but also to encourage students to self-development.

Palloff & Pratt (2005) say that to attain critical thinking, collaborative learning teams are said able to preserve information for longer than students working individually. Quality learning environments include opportunities for students to engage in interactive and collaborative activities with their peers; such environments have been shown to contribute to better learning outcomes, including development of critical thinking skills.

Technology can enrich learning environment by transferring teaching instruments toward user centered (Marcus-Quinn 2013). Internet based-nature of Google docs is one of an online application that can enrich learning environment by transferring teaching instruments toward user centered.

Furthermore researches on the use of internet for language learning activities have been conducted by Zhang (2013) about developing an EFL teaching and learning website; sharing the various English resources; cultivating teacher and learner autonomy. In addition, previous studies on

collaborative learning with internet revealed both positive and negative student perspectives toward online collaborative learning. Students expressed that their communication skills and problem solving skills were improved through online collaboration (Bennett 2004). Meanwhile online training organized by SEAMEO Community Development (2017) conducted collaborative learning with the topic of HOTS as Teaching Strategy (improving HOTS through language) addressed to language teachers of Junior and Senior High School in Indonesia to become participants to facilitate group task. Every group of language teacher practices to identify the level of HOTS from the e-literary texts and share the result through distance learning.

The above facts underline and motivate researcher to know the collaborative learning activities done by the English teacher to enhance learners' critical thinking and the students' response toward the activity with internet-based nature of Google docs.

RESEARCH METHOD

The design chosen for this research study is a descriptive qualitative one which investigates the nature of phenomena that exist by observing and describing the behavior of a subject without influencing it in any way (Johnson 2005). The location of the research was in SMA Muhammadiyah 4 Batu; one of the private Senior High Schools in Batu Malang, East Java Indonesia.

Participant

The data was compiled from an English teacher as the subject of the research and the 23 students. The instruments used were observation, questionnaire and document.

The observation was done to identify the activities of the cooperation between the students and teacher and the collaboration between students and their friends during the learning process from pre-activity, during-activity and post-activity. The document is lesson plans that provide additional data regarding the main research question. Meanwhile, the open-ended questions consist of 5 questions. Here, the students are free to answer the question based on their own knowledge or feelings.

Data collection and data analysis

After the data were collected, they were then analyzed. Likert scale is also used to gauge attitudes, values, and opinions. It functions by having students to complete a questionnaire that requires them to indicate the extent to which they agree or disagree with a series of statements (Hall 2010). The technique of analyzing the data in this research was started with data reduction, data presentation, and conclusion: drawing or verifying (Miles & Huberman 2013).

FINDING AND DISCUSSION

Finding

The result of the study indicated that the English teacher of SMA Muhammadiyah I Malang designed the lesson plan with the collaborative learning activities using internet-based of Google Apps and Google Docs. The teacher, in this case implemented 6 integrated activities referring to the revision of Bloom taxonomy's (2006, retrieved on March 2nd, 2013) such as: a) remembering, b) understanding, c) applying, d) analyzing, e) evaluating and f) creating.

- 1) The collaborative learning activities designed by the teacher to develop critical thinking consist of three main parts: a) pre-teaching focused on the orientation and register students to use email or user account to access to Google Apps, b) during teaching focused on students' engagement of remembering, understanding, applying, analysing, evaluating, and creating and, c) post-teaching included sharing and commenting students with opportunities to receive immediate feedback on their work.
- 2) Based on the observation, the teaching English to improve students' critical thinking in language classes is split into two main parts with reference to the integrated teaching activities of English and those of language components: grammar-structure and vocabulary.

The following is the tasks of teaching and learning English should require student interaction, creativity, and critical thinking.

Pre-teaching

The activity starts with simple tasks that allow students to become familiar with the structure and content of the site, and then move on to tasks that foster critical analysis and evaluation of information.

The students get orientation and create an email and an account of Google Apps. The first activity is to download a literary text online and instruct them to identify and understand the vocabulary in use such as nouns, verbs, adjectives, adverbs, preposition etc. For example from the story of "The Three Little Pigs" the words such as *feed, seek* are present tense, *was, were, chased, happened, thought, knocked, huffed, puffed, blew, ate* are past tense, *was chasing, was climbing, coming* are past continuous tense, *old, little, enough, lazy, sturdy* are adjective *once upon a time, the next day, often* are adverb, long and short vowels (/ɔ/ and /ɔ:/) in the words like *not, what* (/i/ and /i:/) *pig* and *three*, diphthongs /ou/ in the words *old, slow, wolf, no*, preposition such as *with, on, through* and so on. The students have to be able to recall these words.. The second is brainstorming with examining the text (surveying the title, illustrations) and making questions like "What do you think this title will be about"? Or "Tell me three things you will be learning in this lesson about this topic or story"?

During teaching

The activity is to apply new vocabulary by creating their own descriptions and comparing certain subjects. The students in groups are

provided with the descriptive text with those words missing. They can listen to the recording three times: the first time is purely devoted to listening and trying to work out what the missing words are; the second time deals with filling the gaps; and the third time consists of checking to confirm whether the answers are right or wrong. The students collaborate in pairs then discuss and share the answers online and practise pronouncing the words with the teacher through further listening to the audio exposure of the words. The purpose of the activities is to sharpen students' listening and speaking ability in learning pronunciation of different verbs forms and others (Saha 2008).

The students are provided with the text of a set of comprehension questions. The students read the text and the teacher gives them some time to do the silent reading, focusing their attention on questions geared toward the surface understanding of the text. Student in pairs then create their own description and question and answers of the subject. After doing the exercises collaborately, students should have not only a general understanding of the text but also the ability to describe and compare certain subjects. The students then swap the result of their work with other students and share together online.

By examining the text, language learners learn not only about the grammar and vocabulary but also the writing mechanics and organization. They can see how correct punctuation is applied, how ideas, events and facts are organized into good paragraphs and finally how the paragraphs are combined into captivating stories. The next activity related to writing skill is by asking students to write down sentences or paragraphs based on their own experience and understanding about a certain topic then create it in a story. During these activities the students expand their knowledge, discuss and share the opinions with group members. The students present their result of their work using web tool and together with the teacher check the language components by using Google Docs comment function or discussion function.

Post-Teaching includes sharing and commenting students with opportunities to receive immediate feedback on their work. The students together with the teacher evaluate the discussion by identifying their weaknesses and afterward practice solving the problem.

The students' response toward the learning activities with the internet-based nature of Google Docs

The items below are the open-ended questions given to the students.

- 1) What do you know about Google Apps or Google Docs?
- 2) What activity do you like with Google Docs in class?
- 3) What are the benefit of the activity using Google Docs in class for you yourself?
- 4) How is your feeling after having activity with internet-based of Google Docs ?
- 5) How is the internet access in the school?

The result of the questionnaire showed that among the 23 students, only 5 (21,74%) of them had been familiar with Google App meanwhile the rest not yet. The students used Google Docs only in the class for the activities of paragraph writing. Meanwhile based on the observation the teacher implemented the lesson plan in teaching and she sometimes used Google Docs for integrated writing and reading, and very rare for listening and speaking. The teacher prepared suitable activities in groups' discussion using Google Docs to make students active and creative in class eventhough the access of internet in the school did not run well and it sometimes disturbed the learning process.

Otherwise, according to the students that collaborative learning with Google Docs not only help them identify their mistakes and weaknesses but also solve their problem directly. Anyway, the percentage of students' response and feeling to this activity are different, 18 students (78,26 %) say strongly agree that the activity with internet-based nature of Google Docs, 4 students (17,39) said agree, 1 student (4,35 %) says undecided and no student says strongly disagree with collaborative activities. Meanwhile the students who feel very satisfied are 4 students (17,39%), satisfied are 18 students (78,26 %) and average are 4,35 %. No student feels very dissatisfied with this. Anyway, they expect technology to be used in classroom as they completely adopted it in their lives. Furthermore, the level of students' satisfaction of learning English collaboratively with Google Docs can be seen in the graph below.

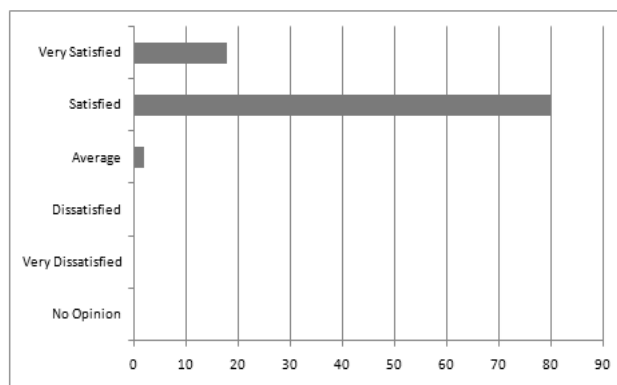


Figure 1. Students' satisfaction on collaborative learning with Google Docs

Discussion

Research shows that educational experiences that are active, social, contextual, engaging, and student-owned lead to deeper learning. The benefits of collaborative learning include: development of higher-level thinking, oral communication, self-management, and leadership skills.

School as an institution of education providers has a responsibility to help students develop critical thinking skills therefore, teacher was required to be creative to design and build the students competence (Kameo, 2007).

Based on Ministry of Education and Cultures RI Number 81 A Year 2013 that the competencies students should have are attitude, skill and knowledge (cognitive, affective and psychomotor). Therefore, it is a must for a teacher to provide students with such domain by creating many activities in the teaching and learning process.

Internet is very essential tool to create an interactive media. Redecker et al. (2011) maintain that twenty-first century teacher education must place greater emphasis on instructional design, team-building, facilitating learning and new ways to foster creativity and innovation. ICTs must be integrated into teacher education programs and become commonplace as a tool used throughout teaching careers (Ó Grádaigh 2014). However, that nowadays using internet is appropriate to create collaborative activities that can expose the skill (Poore 2013). Without any creativity and any activities created, the class will be boring and not interested anymore. The collaborative activities proposed in learning English is through Google Docs; one of share resources and a web-based collaborative system means of cooperation between the students or group of students with other subject in doing their works and media interactive learning. The teachers together with the students can each edit, review and correct one another in doing their works online and exchange ideas among fellow students and teachers and this is one of the examples that can build and develop students' creativity, critical reading, critical thinking, and also problem solving.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the finding, it can be summarized that collaborative learning activities designed by the teachers have a characteristic that is solving problem. Collaborative learning assists students to develop critical thinking skills and achieves richer knowledge generation through shared goals, shared exploration, and a shared process of making meaning. Furthermore, collaborative learning with internet-based nature of Google Docs not only enable the students to create sets of cognitive, affective and behavioral competencies but also by combining that abilities the students' competence will be able to maximize so that adult who have critical thinking skill attain good ability to analyze and to think logically so as to produce proper consideration and decision to face the challenges of the future.

Suggestion

Internet based learning gives opportunities to improve competences, but people should still learn how to use it properly.

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E-ISSN 1911-2025 Published by Canadian Center of Science and
Education

PERSPECTIVES AND PRACTICES TOWARD A COMMUNITY OF INQUIRY IN AN ONLINE ORAL COMMUNICATION CLASS

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Abstract: The paper uses the exploratory qualitative approach in analyzing the different pedagogical techniques used in the online course Speech Communication (COMM 3) offered in UP Open University. The paper describes the instructional and transactional dimensions of distance education (DE) by focusing on social presence, cognitive presence, and teaching presence in the course. The paper also presents the process of creating a learning experience through a collaborative-constructivist paradigm. Lastly, it elaborates on the role of teaching presence and social presence in honing learners' cognitive presence in a foreign language class in a DE setting.

Keywords: social, teaching, and cognitive presence; social constructivism; objectivist, cognitively-oriented paradigm

Online learning is a complex process that involves various educational and transactional issues, which have been the focus of numerous researches on distance education (DE) (Tallent-Runnels, Thomas, Lan, Cooper, Ahern, Shaw, & Liu 2006). Meanwhile, instructional design remains to be an important component of both educational and transactional dimensions of DE. Qualitative researches that explain the nature and role of instructional design in DE (Leidner & Jaarvenpaa 1995; Gaarrison, Anderson, & Archer 2000) have been instrumental in the continuous pursuit of effective online learning. One of the most commonly used theoretical framework in DE qualitative researches is Community of Inquiry (CoI) that focuses on the interdependence of three elements -social, teaching, and cognitive presence. Existing researches view CoI as the creation of deep and meaningful learning experience through a collaborative-constructivist paradigm where the three elements support each other in order to achieve the intended learning outcome of a certain DE course. However, models of instructional designs that subscribe to the objectivist paradigm have also been influential in crafting specific objectives that dictate several approaches to DE instructional design (Vrasidas 2000).

Teaching beliefs, according to Vrasidas (2000), are shaped by the paradigm to which a distance educator subscribes. And one of the key

elements in identifying the appropriate paradigm to which an instructional design is based is the nature of the course (Bobbit 1918). With these considerations, this paper reports on how social, teaching, and cognitive presence support the CoI in a General Education (GE) course in UP Open University (UPOU).

Course design of COMM 3

Speech Communication (COMM 3) is one of the GE courses offered by UP Open University (UPOU). As a GE course, it may be taken by students from any year level without any prerequisite. Students are expected to learn theories and principles of speaking and listening which they can effectively and ethically apply in various situations.

There are three major performances required from the students: (1) demonstration speech, (2) interview, and (3) persuasive speech. The first two requirements are recorded while the third one is delivered real time via Google Hangouts or Skype. Topic consultations are facilitated through the Discussion Forums (DFs).

There is a required module that serves as the primary reference material for the course. Concepts that are clarified and/or questions that are answered in forums are lifted from discussions in the module. If there were clarifications based on contextual understanding of certain concepts, students were allowed to ask questions and to comment on other students' posts. For those who prefer to send questions as private messages, they use the messaging feature of the course site.

Assignments and other course requirements can be posted in the course site and other open online sites that can be accessed by the teacher and the other students. There are four Faculty-Marked-Assignments (FMAs), three DFs, and three consultation forums on topic approval. More often than not, teachers also provide their personal email addresses where students can send copies of what they have submitted to serve as backup submissions in case of unforeseen circumstances like down system or updating of the course site. Students are also allowed, but not required, to send hard copies of their outputs to UPOU Learning Center.

Constructivist paradigm was utilized in the DFs, which served as a venue for the teacher and the students to clarify contextual understanding of concepts that were discussed in the module. The first DF is allotted to discuss the different communication models and how they are reflected in real life situations. The students are also allowed to come up with their own model that can best represent the communication situation they describe. The second DF opens an opportunity for students to assess themselves and their classmates as communicators through the completion and sharing of their individual Johari window. The third DF requires the students to reflect on small group communication they participate in and the reasons for their participation. Aside from these DFs, there are also separate discussions that

serve as consultation forums for the topics of the speech performances the students are required to deliver.

The teacher allows the students to assess their classmates' performances using rubrics that can guide them in their assessment. The course design adhered to the designing down framework of outcomes-based education (OBE) where the objectives were derived from the expected outcome of delivering their own persuasive speech, an output that would showcase the students' knowledge-skills-attitude (KSA). The achievement of the outcome highly depends on whether or not the students meet the following objectives: (1) explain the nature of the speech communication process, (2) demonstrate perceptiveness and critical thinking in everyday speaking and listening experiences, (3) respond appropriately to communication problems at all levels, and (4) employ thought, verbal, and nonverbal symbols effectively and ethically in all communication situations.

The formulation of the objectives both utilized the constructivist and objectivist paradigm. The objectivist paradigm is apparent in how the final performance of the course guide requires the practice of the highest level of the cognitive domain in Bloom's Taxonomy of Learning, which is creation/construction (Krathwohl 2002). There is a pre-specified learning outcome which served as the basis of the organization and sequence of the learning experiences in the course. However, the manner in which the learning experiences were carried out, especially the DF facilitation, reflected the constructivist paradigm.

Community of inquiry

Social Presence

Social presence is the ability of participants to identify with the community through purposeful communication in a trusting environment. In the process, students are expected to develop interpersonal relationships by way of projecting their individual personalities.

There were three venues in the course site that offered social interactions, which are (1) customization of profile, (2) self-introductions at the start of the semester, and (3) responses in discussion forums. Despite the existence of these platforms, it was still challenging for students to build a close personal relationship with a classmate given the nature of DE. Garrison and Archer (2003) argued the necessity of purposeful, on top of personal relationship, in order to successfully establish CoI. The limitations set by these three forums triggered the formulation of a social media group where students could interact more freely outside the virtual classroom. For a more casual atmosphere in the group, the Faculty-in-Charge (FIC) decided not to join the group.

On their own initiative, some learners also interacted with one another through a different platform for more 'informal' conversations. While the FIC-organized forums and interactions within the course site were more

formal and were limited to academic discussions, the student-organized interactions cover wider topics that even ventured to personal matters. It was through the latter that students develop friendship and shared their struggles as students.

The following ideas guided the conduct of the course:

- (1) There is virtue in keeping the course site almost exclusively for academic discourse;
- (2) It is inevitable that students would interact with one another exclusive from the venue hosted by the FIC; and
- (3) Students interact more freely among themselves in a non-FIC-mediated venue .

Because of these realizations, formal course interactions were limited to academic discourse. Self-expression was still encouraged within the course site and an additional non-graded open forum for any topic was created for students but they rarely utilized it. They only used it for queries regarding extension of deadlines and other academic-related issues. It is noteworthy, however, that students actively interact with one another in discussion forums covering academic topics.

The FIC would have wanted to promote face-to-face interaction but because of physical limitations of most of the students, she decided against it. After all, it is her belief that open distance education is intended to address those limitations.

As an alternative, the FIC gave the students three addresses where she could be reached in case students decide to visit her for non-academic purposes. She also updated her students on her local travels but, expectedly, no one opted to meet her face-to-face. They, however, sent her private messages ranging from personal to academic concerns.

Aware that it is inevitable for students to communicate among themselves outside the course site, the FIC encouraged them to do so without feeling the need to join the forum or group outside the course site.

Having experienced being a DE learner, the FIC is knowledgeable on certain motivations student have in taking online courses. Instead of simply establishing socio-emotional presence and personal relationships, social presence established purposeful relationships through the discussion forums on course-related topics. Swan and Shih (2005) argued that group cohesion, which is one important aspect of social presence, is highly related to perceived learning outcomes. Since the intended outcome was known to students, social presence shifted from establishing personal relationships that normally take time to a purposeful relationship that supported the educational objective of the learners.

The FIC knows that most students have very limited time and resources to attend to academic matters and mandatory interaction outside academic discussions within the course site for the sake of fostering

interpersonal relationship without academic value would be bothersome for students. In addition, distance learners are expected to be more mature learners who can work on academic requirements independently.

Teaching Presence

Since DE promises students more freedom in managing their schedule and pursuing learning on their own, the FIC decided to follow a designing down course design framework where activities and deadlines were given at the start of the semester to help the students plan their academic life effectively.

With the knowledge that group chats and video conferences seldom result in collaborative learning, they were replaced by content-related videos from Youtube and other open education resources platform which students can access anytime.

Google documents were also utilized as they offer online collaboration on student submissions without the need to send and resend submissions with comments back and forth. There was also a long lead time for the submission of Faculty-Marked Assignments (FMA), whose guides the students were given at the start of the semester, so they could work on them on their own schedule, except for those that required consultation with the FIC. Aside from forum summaries, the FIC also replied to the students' post; thereby informing them that posting answers meant more than compliance to course requirements but an indicator of how well they should have understood the targeted learning contents of specific module units to which the forums were intended.

Cognitive Presence

Cognitive presence refers to the processes by which learners construct and confirm meaning through sustained reflection and discourse (Garrison, Anderson, and Archer 2001).

The highlight of the course was the ideas students bring into the DFs in order to reflect on the module content. Although there were discussions in the module, students were given a venue to clarify concepts in relation to their respective contexts. The collaborative nature of meaning-making was crucial in completing the FMAs. Each FMA was submitted after the deadline of the corresponding forums for the module that discussed the concepts needed to accomplish the intended tasks. The FMAs were particularly designed as such in order to aid the students in the construction and confirmation of meaning so they could apply the concepts accordingly in the contexts they chose for their final requirement.

The FIC, through the DFs, created a venue for sustained reflection and discourse by allowing students to post answers on questions that had to be addressed as a form of formative assessment for both the teacher and students. Formative assessments are means for an informed decision on the part of the FIC to plan instruction should she confirmed that the students

need reinforcement of learning. These assessments can take the form of constructive replies to DF posts made by the students. Since students could also reply to classmates' posts, the FIC can gauge how concepts were understood by the DF participants. The students can also assist other learners in clarifying concepts that they have trouble understanding. Since most questions required contextualization, DFs open a bigger opportunity for students to construct meaning through sustained reflection and discourse.

Adhering to the view that DE learners are independent learners, who are able to acquire and process information with minimum input from the FIC and interaction with their peers, the role of the FIC was confined to facilitating the learning process and maximizing the students' learning capabilities.

Because the course design was crafted based on an objectivist paradigm, the FIC put premium on learner-teacher and learner-content interaction. Aside from the required module, the FIC provided the students access to reference materials in the form of videos, journal articles, localized researches, and other open education resources. The DFs served both as formative and summative assessment tools for the FIC. Learning construction is embedded in honing students' self-reflective skills that were formatively assessed through DFs. The focus, however, is not on the actual learning process but on the goal of using these reflections in the formulation of FMAs that were summatively assessed as bases of learning.

Interdependence of social, teaching, and cognitive presence

One common factor that is apparent in assessing social, teaching, and cognitive presence is the role of interaction. Dewey (1938) and Vygotsky (1978) consider interaction as a key component in any learning process and Wagner (1994) argues that it plays a significant role in DE researches. According to Moore (1989), there are three types of interaction that takes place in DE: learner-teacher, learner-content, and learner-learner. Learner-teacher interaction normally happens asynchronously. Discussion boards make this interaction possible since both the teacher and learners can view posts and comments and/or replies to these posts anytime they visit the course site. Other forms of learner-teacher interaction take the form of lecturing and giving of feedback. Learner-content interaction happens when students access materials that contain the concepts they intend to learn. Contents are usually found in modules, videos, open education resources, and journal articles, among others. Johnson and Barrett (2003) reiterated that contents found in a wide range of credible support materials pave the way for independent learning to take place. Learner-learner interaction is mostly actualized in DFs. Exchanges of ideas among learners open opportunities for learners to view things through other people's perspectives. These interactions provide cognitive support to learners.

Interaction is instrumental in higher-order learning but facilitation and direction provide the necessary structure for learning to take place (Pawan, Paulus, Yalcin, and Chang 2003). There may be a need to distinguish between the two terms: facilitation and discourse in order to establish their role in molding the FIC's practices in handling the course from her experiences and views of online learning when she was still a student. Facilitation, according to Garrison and Cleveland-Innes (2005), supports dialogue with minimal shaping of the discussion while discourse refers to a disciplined inquiry that aims to collaboratively construct knowledge where students gain an awareness of the inquiry process.

The instructional design of COMM3 is instrumental in ensuring that Moore's (1989) three types of interaction are realized. DFs and the planned learning experiences allow the interactions among content, learner, and teacher to materialize. Depending on what the FIC intended to highlight, the interaction between these DE components became more apparent that eventually presented how the social, teaching, and cognitive presence contributed to the development of a Community of Inquiry.

CONCLUSION

Despite beliefs that constructivism and objectivism are two opposing paradigms as Bednar and his colleagues (1992) argue, the instructional design of COMM3 proved the possibility of utilizing appropriate elements of each according to the goal of instruction; thereby highlighting Vrasidas (2000) conclusion that educational theories do not dictate the landscape of online learning; rather, they are considerations for instructional design and a guide in developing a Community of Inquiry.

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STUDENTS EXPERIENCE IN DEVELOPING TEACHING MEDIA THROUGH PROJECT BASED LEARNING

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Abstract: Infusing online project to support instruction quality in facing digital learning environment is considered crucial. The contribution of teacher-made tools, however, are still important to maintain regarding to the diverse area condition in the technology development. This paper presents pre-service teachers' learning experience in creating teaching media through project activities. This study also investigates the drawbacks that affect the accomplishment process, and examines students' opinion on the project significance through their preferences. Various perceptions were expressed during the implementation which implies that in preparing the teacher candidates to be ready in facing digital generation, educators need to bring technology closer to the students without leaving the essential part of teacher-made teaching aids with low cost materials.

INTRODUCTION

To be professional, pre-service English teachers are expected to achieve sufficient teaching competence from campus life in addition to their self-experience in society. It deals with the next generation potential challenges which tend to integrate online based learning to the most classroom activities (Joyes & Chen, 2006; Pardede, 2012; Megawati & Sultoni, 2016). Teacher development nowadays is supposed to get familiar with Computer-Assisted Language Learning (CALL) since the role of ICT seems to show its power to education world through its various innovations and easy access for the users. In spite of the negative effects of overusing social online media to students' behavior, in an educational context, it is getting popular with its advanced progress in facilitating students learning. Many teachers have proved it through its breakthrough from their teaching scenario to build online community (Warschauer, 1995; Liu & Chang, 2011; Shih, 2011).

In another part of teaching dimension, teacher-made teaching media are equally significant in building students' language concept, such as the use of Big Book (Boyle & Peregoy, 1993), pictures, flannel boards, puppets,

wall pictures, charts etc. (Lee & Coppen, 1964). This fact indicates that technology is not always accessible and available in all schools. In the second situation, it is already facilitated, but not totally distributed to each class; consequently, to use the preferred media the teachers need to wait until no class uses it. It is very ineffective if it happens during the learning process and there is no idea or initiative to provide the needed media. Thus, a teacher should be ready with any condition of the language classroom. When it is impossible to provide aids that need Internet access in teaching language, it does not mean that students cannot enjoy the materials through instructional media from the teachers. A part of professionalism is innovation, and it can be implemented in the form capability of creating media.

In designing a course of Teaching Media, it is necessary to identify what a pre-service teacher needs, not based on what a lecturer's preference in giving classroom activities. Plenty of research has proven that Internet contributes significantly to the English material development. However, in the real context of Indonesia, a lot of teachers keep using or modifying their instruction with teachers made media to support learning activities. In particular situation online source cannot be the most significant point and neglect an idea that the role of authentic source available around the students' environment also can be the best exposure for their learning. Besides, there is an urgency to educate the students to have an experience and a skill in building learning community that can minimize problems of sociability, such as a lack of trust between students, free rider behavior, and a lack of stable membership (Matzat, 2010).

Considering its significance in enhancing creative thinking towards a digital community era, project based learning can be promoted to equip next generation students' meaningful activities (Blumenfeld, et al., 1991; Krajcik & Blumenfeld, 2006). In the last few years there has been a growing interest in Project based learning, a kind of strategy inserting full of activities that demand the students produce their masterpiece in the form of product and performance. This can obtain maximum implementation, if it is carried out intensively in one semester. This duration is purposed to design and create their project as well as authentic assessment of their product and process. It is believed to trigger students' motivation and interest in learning language in addition to building their leadership, teamwork, and problem solving skills (Bhuvanewari, 2011).

The role of project based learning in accommodating English pre-service teachers to develop teaching media brings the author to conduct an investigation to the students' perception on accomplishing the series activities in the project. Furthermore, this study explores students' creativity when confronted with projects of creating two different variations of media.

METHOD

This is a qualitative study with one ELT pre-service teacher class consisting of 37 students. This paper descriptively presents the idea of developing teacher-made and online media in English classroom activities. This involves the design, implementation, and evaluation of Teaching Media course. Data are collected from the observation and responds of the questionnaire. The questions were distributed to the pre-service teachers at the end of the semester to investigate their media development preference, the positive and negative points they have experienced, and impressions as well as perception during the accomplishment of the project. The data then were analyzed by selecting the relevant points to make conclusion of the research focus, namely the students' perception on media production through projects and its significance to enhance their creativity.

FINDINGS & DISCUSSION

To carry out the classroom activities in project based learning, three main elements have to be experienced by the pre-service teachers, namely planning (the design, topic, grade, and language skill), creating (making the media individually, pair and group work), and processing (performing the media in the teaching role play and get feedback for reward and improvement). The detail activities of each kind project and the students' preferences are summarized in Table 1.

Table 1. Activities in project based learning and students' preference

Kind of Media	Activities	Preference
<u>Teacher-made Media</u>		
• Charts, Graph, and Diagram	Individual work	Low
• Big Book	Group work	Average
• Pop Up Book	Group work	High
• Audio Recording	Group work	Low
• Stick Puppets	Pair work	Average
<u>Online Media</u>		
• Tools for Educators		
a) Mazes		
b) Bingo		
c) Puzzle	Individual work	Average
d) Spelling		
e) Board Game		
• You Tube	Group work	Low

Chart, Graph, and Diagram

The procedure for this media is selecting appropriate topic, finding reference or reading materials, and summarizing the information into a variety of chart, graph, chart, and diagram. In this class only four common types were applied, namely pie chart, line graph, bar graph or histogram, and pictogram. At this point, most of the students' ideas indicate that chart,

graph, and diagram media did not achieve the predominant effect. Although it is considered easy to create, the students still found difficulties to transfer the information from the real data to the chart and interpret their friends' chart or diagram. There are some factors for this result. First, the students generally have low reading ability. Second, the diverse perception causes misinterpretation of what their friends made with their thoughts. Some students were less selective to take English topic to their chart or diagram so that what they wanted to share was not easily understood.

Understanding chart help much to train their reading as well as writing ability, including for mastering IELTS test in addition to provide authentic materials for teaching. At the students' side, reading chart is a good skill to be able to interpret world trends and information about increases, decreases, fluctuation, classification, comparison, contrasting, etc. This skill is necessary for target language mastery since the students are trained to focus on the key point of presented chart, graph, and diagram before they transferred to their conclusion in spoken and written form (Rekers & Schürr, 1997).

To this concern, it seems that it is important to expose them in understanding these media for their own and future career. To achieve optimum results in this project, some tips is suggested when the students want to create or interpret charts, graph, and diagram: "what is happening/what happened, the main change over time, the most noticeable thing about the graph, the pattern over time, the pattern for different places or groups or people" (Gilhooly, 2008).

Big Book

For big book preference, mostly select it as their middle level. Although designing big book is time consuming, the class could finish it in a week and presented the content interestingly. Before making a big book, they carefully select a story, and then prepared the tools needed such as big papers, scissors, glue, markers, and accessories. After every stuff was ready, they started writing the materials relevant to the pictures. In the class, the group had prepared the role play to be a teacher and students. To use big book, some of them show their skillful technique in teaching performance due to their own experience in teaching and maximum preparation before class.

Big book in a source of literacy that is meaningful if it is relevant to the material. Mariam (2014) has proven that big books are highly recommended media of literacy to develop, especially for young learners. Further, big book also becomes an important part to support the Indonesian Program, particularly building reading habit, named *Gerakan Literasi Sekolah (GLS)*. In the program book, big book can be provided from both teacher and students for reading for pleasure activity. The activities can be in the form of guided reading or shared reading 15 minutes before the class begins

(*Panduan Gerakan Literasi Sekolah di Sekolah Dasar, Direktur Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, 2016*). Furthermore, big book is believed to improve children's English language skills and enhance motivation (Astari, Pudjawan, & Antara, 2016). An important implication of these findings is that the pre-service teachers need to have high interest to provide or create big book media to apply in teaching English and support government program.

Pop-Up Book

Unique shape in the form of 3D pictures is the most favorite reason for participants' positive opinion. To provide attractive pop-up books, the pre-service teachers designed the media with the help of tutorial video from YouTube. Traditional technique was applied in creating the shape. In group, they prepared the materials and pictures related to given topic. The products were finished amazingly since they successfully showed the audience appearing objects on every page showing the highlighted point or character of the story. In recent implementation, even the world has discussed about augmented reality 3D Pop-Up Book to educational field. This advanced level of pop-up book is believed to give edutainment in digital format consisting of sound, text, picture, animation, and interaction. Indeed, this inspires educators to keep updating and upgrading information of technology (Billinghurst, Kato, & Poupyrev: 2001; Vate-U-Lan: 2012).

Pop-up Book has excellent look to bring inside the classroom and created interesting activities. Therefore, to provide this, a teacher is expected to be careful and creative to make it relevant to the topic presented. It is recommended in ASSURE model for visual principle (Smaldino, Lowther & Russell, 2008).

Audio Recording

Pre-service teachers put audio recording at the average level. They admitted this is a useful way to provide media. They used mobile phone and record materials. According to their experience, the things need to consider in providing better quality of voice is: supporting room, clear voice, and relevant materials as well as listening task. The topics they selected were simple such as about time, daily activities, direction, etc.

The pre-service teachers actually have joined several listening classes by enjoying native speakers' voice in interpreting the meaning of the utterances. It was quite hard to follow and achieve that competence. This is made to meet the curriculum demand that asks the lecturer to provide native speakers' exposure in hope that the listeners know the standardized English properly in both spoken and written form. However, recently world Englishes (WE) give different ideas for most people to learn English. In expanding circle, Indonesia seems to apply this concept "English spreads and adapts according to the linguistic and cultural preferences of its users in

the Outer and Expanding circles” (Wikipedia). Teachers tend to start to develop the English materials based on the students need and non native teacher English capability. Therefore, in this Teaching Media class, the pre-service teachers are explained not to be afraid in practicing to develop English Listening audio. Indeed, to conduct the activities, there was control from the ones who are competent in that area, both in term of making listening materials and producing correct pronunciation because in expanding circle people are norm-dependent, cannot be free in using the language. The pre-service teachers have got the norms in listening, pronunciation course, and daily experience in addition to have peer correction from their group. Although it was not perfectly stated, they admitted that this activity encourages their confidence, creativity in applying listening teaching method, and motivation to learn English more.

However, there are still weaknesses for this activity since many experts still argue that non native speaker language production cannot be used globally around the world and can even cause low result for another non native speaker due to different accents (Major, Fitzmaurice, Bunta & Balasubramanian, 2002). In another opinion, this situation also can cause reduction of language credibility if the source is not competent to provide the materials (Lev-Ari & Keysar, 2010).

This project does not focus on triggering pre-service teachers to totally substitute the primary source of listening material from the inner circle countries, but it is designed to give an illustration that when people are proficient in the target language, they have big opportunity to give a comprehensible message in the form of their own voice recording. For the others who are not proficient, this project helps as self reflection for enhancement.

Stick Puppet

This paper limits on the use of stick puppets due to its practical creation and application. The finding showed that average preference was obtained in this session. The equipment was pictures, ice cream stick, and glue. In the class, puppets with different characters such as famous people, fruits, animal, and transportation are created. Afterwards, one of the characters was determined to be performed in the form of short dialog with peer in front of the class. Through this activity, imaginative script has been creatively formed for dialog. In line with this, Galarcep (1971) states that paper puppets are easily constructed as audio-visual aid, and she also promotes puppets for teaching greeting. Furthermore, Piman & Talib (2012) agree that puppets are favorite activity for storytelling session, but using this traditional technique of teaching using puppets seems to be less interactive for the class. Therefore, the new way in using puppets has been already

developed through multimedia. The previous theory is not totally true for this present study. In the classroom, the pre-service teachers were successful to express their creativity and make the situation alive. Many laughed out loud during the friends' performance.

This point suggests that every teacher has potential to be a puppeteer. To achieve effective use, avoid the dominant role of the teacher and invite the students to show their creativity in designing the products and performing the characters in a story.

Web “Tool for Educators”

Tools for Educators is one of online webs that can assist pre-service teacher create a variety of activities by downloading the template in <http://www.toolsforeducators.com/>. In this point, the researcher promotes this website for the pre-service teachers to accommodate their online reference in making students' worksheet easily and appropriately. Among plenty of options offered, five types of worksheet finally had to be developed, namely Mazes, Bingo, Crossword Puzzle, Spelling, and Board Game. Each worksheet has different way to do. So, after distributing one of those five options, the pre-service teachers search the detail information of their type, and then tried to select the topics before making.

After experiencing the process of making worksheet through a website, the result informs that this website obtained average preference. One of the factors for this situation is that some of activities such as Bingo, Maze, and Board game are not familiar for pre-service teachers because they have not experienced yet in doing those activities. Consequently, in completing the task they need to start over until it was appropriate with the true game procedure. After collected all, they admitted that this web opened their mind that language learning could be inserted in many ways. It was amazing because it had pictures that make the worksheet look colorful and interesting. They felt the benefits using this media. A lot of researches have supported web based learning positive contribution to the language learners. (Yip & Kwan, 2006; Owston, 1997; Chan & Liou, 2005). Further research also found that the use of web plays significantly in conducting research (Ullrich, Borau, Luo, Tan, Shen, & Shen, 2008).

The findings tell that the use of web based tool provides easy way for teacher candidates, yet to let them work autonomously, the lecturer needs to make sure about their understanding of their project content and the connectivity of Internet access around the classroom area.

YouTube

This is the biggest project that needs four weeks to prepare. Designing lesson plans inserted teaching media and few real students during implementation, lesson plan consultation, performance recording in YouTube, link promotion, commenting friends' link, the most favorite video

selection, reward distribution were the steps to pass. After observing the YouTube link, it was concluded that most of the groups have presented their teaching video with teaching media satisfactorily. Only one video was found trouble due to incomplete editing process so that the sound was not really clear. But, they had confirmed their mistake and resubmit the video with the perfect voice.

The use of YouTube indicated average to low preference; just few of them selected the top one. During this project accomplishment, some felt afraid if they made mistake since their final project would be published online and people in the world can watch it, one problem was found related to uncooperative member, some of them felt confused and nervous since it was the first time teaching in front of the real students, it was tiring project due to long preparation and editing process before uploading it online. In spite of these, the positive impression of YouTube project is summarized in the Table 2.

Table 2. Students' positive perception toward YouTube Project

- Response 1:

This is my experience get the final project to teach, so we can try to be brave in performing in front of the class and in social media. Besides, we have to promote our link to other people.

- Response 2:

After finishing the YouTube project, I feel satisfied. I think it is very good project for me (especially English Department students) in improving and practicing our skill as a teacher. It is very helpful. After making the video, our job does not stop there, but we have to promote our video to get "like" and feedback from the Youtubers. I think it is interesting.

- Response 3:

Firstly, I feel that YouTube project is difficult work, because we have to prepare the materials, lesson plan, place and any other. But after finishing that project, I feel satisfied to finish it because we do not need much time and we can watch our performance in order to measure our skill, whether it is good enough or need improvement.

Response 4:

My impression during the accomplishment of YouTube project is that it was fun because I can practice teaching English for the real students of Junior High School. Also, I can control my nervous when I face the real students.

Mostly agreed that this project was very challenging, and they felt happy after got more likes from audiences around the world. Even, some of them stated that this kind of project could be given in the following semester. The strengths of YouTube as the teaching aid are supported by a number of previous studies. Some of them have proved that YouTube is recommended for supporting materials or tasks in EFL classroom (Kelsen, 2009; Hamilton, 2010; Watkins & Wilkins, 2011).

Among several projects, this study found collaborative communication between Thai students and Indonesian students. Surprisingly, this fact showed that both of them create good cooperation and produce creative and punctual submission. There was no inferior feeling in the practice of teaching. They enjoyed the project and felt that there was

improvement in their confidence as well as teaching ability during the project accomplishment. One of the factors is that both parties have similar condition in term of Non Native Speaker (NNS). Ke (2010) affirms that “*NNS-NNS interactions offer them real situations in which they can practice using English while boosting their confidence.*”

CONCLUSION & SUGGESTIONS

The overall findings emphasize that in preparing the pre-service teachers to be ready in facing digital learners, lecturers are suggested to bring technology closer to them without leaving the essential part of teacher-made media. In certain condition they still have a power to assist the teachers' instruction in building face to face communication which can trigger students' motivation to show their best in creativity. Additionally, Matzat (2010) argues that “offline networks influence online relations; namely, offline networks reduce problems of sociability, thereby facilitating online knowledge sharing.” Staarman (2003) further explains that face-to-face talk gave more contribution to the students in accomplishing the students' assignment. Then, the complicated preparation to get perfection through digital media may sometimes hinder the maximum benefit to the learning process. To get benefit from both activities, thus, reflective notes for teacher and students is a pivotal part of the teachers' agenda in each project implementation.

Project based learning is able to accommodate the classroom activities more structured. The difficulty level in finishing becomes the challenge, yet it did not lower their creativity to present the best quality. Through teacher-made and online type, generally pre-service teachers' comments indicated that interesting appearance affects the effort to provide the media with full of motivation. It is suggested that this study will stimulate further investigation to the effectiveness of project based learning with more careful reflection and more various tools in promoting students' innovation towards English Language Teaching.

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CIRC-BASED INTERACTIVE CD: DESIGNING AN INNOVATIVE MEDIA TO TEACH READING

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Abstract: This study aimed at designing an interactive learning media of English for junior high school students focusing on the reading skill. The media was designed based on the principal elements of Cooperative Integrated Reading and Composition (CIRC) technique because this technique is proven to be more effective and efficient method in enhancing students' reading skill. The procedures of this Education Research and Development consisted of research and information collecting, planning, developing form of product, field testing, product revision, and dissemination and implementation. The media development resulted two chapters containing various passages of descriptive texts. Each text encompasses basal-related activities generated from the reading text itself which its practices cover reading the text aloud with accurate pronunciation, stressing and intonation, building vocabularies, and identifying meaning and information of the descriptive text. The validation average result from media experts, English practitioners, and learners revealed that the score was 89 and it was sort out into 'good' category. Then, after this media was implemented in teaching reading, the finding showed that the students treated under this media performed better in their reading skill (8.0 > 7.6). It indicated that CIRC-based interactive CD as a media to teach reading could increase students' reading skill.

INTRODUCTION

Reading is one of significant skills that should be developed in EFL teaching and learning due to its advantages. It plays both a good role in helping students to have good understanding of language and important role for students in acquiring new information about textbook (Khansir & Farajolahzadeh, 2015). One of primary benefits of reading is a larger vocabulary and better knowledge and understanding of new things. Further, studies have shown that there is strong relationship between reading proficiency and academic performance (Lukhele, 2013; Owusu-acheaw, 2014; Pretorius, 2008). On the other side, poor reading achievement becomes main problems for primary level students in reading which should

be solved by using appropriate teaching technique, strategy, and media. Many studies have showed that the use of strategy or media in teaching reading, such as child-centered reading strategies (Bastug & Demirtas, 2016), bilingual cooperative reading and composition (BCIRC) (M. Calderon, Hertz-Lazarowitz, & Slavin, 1998) and cooperative learning (Chin-Min Hsiung, 2012), are effective to be implemented in teaching learning process.

In addition, a student who has better reading ability usually will gain better on the academic achievement. Reading attitude, reading purpose, and previous knowledge about the text, and vocabulary mastery become important things in reading skill and comprehension is determined by the interaction of the reader with the text (Akyol, Cakiroglu, & Kuruyer, 2014). Concerning to the beneficial sides of reading, much attention should also be directed to the development of materials which can accommodate the students' needs in reading. It is essential because appropriate reading materials are significantly able to enhance the reading process (Arias, 2007) and help teaching and learning (Neill, 1982). In addition, Kitao & Kitao (1997) emphasizes that materials are the center of instruction and they influence on what will go on in the classroom. Therefore, good teachers as one of important component in language instruction should be able to create or select the best materials to help learners develop their ability in reading.

Based on classroom observation (done in the preliminary study), it revealed that the contents of textbooks are used dominantly as reading materials. They are used to be the only source of reading instruction in the classrooms of many schools. The teachers present these materials to their students based on the directions which usually ask the students to read the text and answer the questions following it. Consequently, the students usually feel bored with the monotonous activities bringing in the class. They feel that the materials have limited practices, challenges and learning activities. They need alternative materials which give them more opportunities to practice reading and provide attractiveness.

In addressing to the above phenomenon, there should be supplementary materials which are able to capture students' attention, increase their motivation, and enhance their reading ability. The use of suited media in reading instructions is also useful for both teachers and students. They will assist teachers to explain the learning concept better and provide the students the opportunity to practice more and thus create extra interest in language instruction (Asemota, 2015). It, then, rises to the issue of multimodal learning media- that the teaching and learning process should involve a range of modes including talk, visual communication, action, gesture, gaze, posture, and movement (Jewitt, 2005) . Thus, the media chosen in the teaching and learning process should use a complex of modes to make the students involved actively in the classroom. Recently, there are various media

provided to assist teaching and learning process of English. However, only few are available for reading practice which its contents are relevant with the existing curriculum and specific needs of junior high school students.

In addition to the appropriate media, teachers have to choose good teaching and learning method as well to deliver the materials. Cooperative Integrated Reading and Composition (CIRC) is one of beneficial techniques which are designed to develop reading ability (M. E. Calderon, Tinajero, & Hertz-Lazarowits, 1992; Durukan, 2011; Gupta & Ahuja, 2014). The term of CIRC comes from the broad theory of social constructivism which argues that students learn reading better when students with peers (Tanaka & Sanchez, 2016).

As one of Cooperative learning techniques, this strategy can make teaching and learning more effective, satisfying, and enjoyable. In an attempt to respond the above concern, it was intended to develop an innovative audio-visual media for students of junior high school in the form of CD. The content consists of a variety of instructional practices which adapt one of three principal elements of CIRC, basal related activities, to develop students' reading abilities and provide attractive learning activities. In basal related activities, texts or reading materials should be related to the existing curriculum. The activities are designed to do by the students individually, in a team and/or group with the guidance of the teacher.

METHOD

This study employed an Education Research and Development followed the pattern proposed by (Gall & Borg, 2003) which was simplified into 6 phases. The first phase was the research and information collecting consisting of the study of literature, document analysis and analysis of teachers and students' needs in reading. Nine teachers and 264 eight grade students from different school participated in this study. The procedures for analyzing document, the students and teachers' need in reading were obtained from observation, questionnaires, and interviews. The next was planning phase by formulating teaching objectives, teaching activities, and reading materials. The third phase was developing form of product and it was continued with field testing. The product was computer application which its activities adapted the elements of CIRC program developed by (Stevens, Madden, Slavin, & Farnish, 1987). It originally comprises three principal elements: basal-related activities, direct instruction in reading comprehension, and integrated language arts and writing. The product developed in this study adapted only basal-related activities. Then, the field testing consisted of limited and expanded try-out. The first try-out was administered to the media experts focusing on the program and English practitioners focusing on reading contents, activities, and exercises. Then, the second try-out was administered to the students to know their perception toward the developed media. The result of the try-out and validation from

the media experts, English practitioners, then, was used as basis for product revision. Finally, the revised product was ready to be implemented in the teaching and learning process of reading. To find whether there was a difference before and after the treatment, the students were pre and post-tested to determine their reading skills.

DISCUSSION

Based on research and information collecting, there were lists of different text types included in the English curriculum for the eighth grade of junior high school students. Description was one which was taught to the students. The purpose of this text type is to describe a particular person, place, or thing (Gerot & Wignel, 1994). The text usually begins with an introductory statement, systematically describes different aspects of the subject, and may end with a concluding statement.

The result of interview showed that the teachers had faced some problems in teaching reading. They were related to the students' lack interest in reading due to limited vocabulary mastery. Despite, the availability of suitable media for teaching reading was still restricted. Thus, the method used in the reading instruction was lecturing method in which textbooks and students' worksheets were considered as the only main reading source for the students.

The analysis of students' needs showed the overview on how the implementation of reading instruction in the classroom. The students got difficulty in understanding the contents of the text since they have no enough knowledge of the text. It was due to their low motivation in reading. Consequently, they were not active involving in the learning process. They just waited the teachers to help them to translate into target language.

Regarding to the problems faced by both teachers and students, they felt that it was needed an appropriate instructional media which could convey instruction, support learning, and attract the students' interest in reading. Not only media, a proper method is also essential for learning. Kozma (1994) stated that media and method could not be separated. Thus, the teachers in choosing the media should consider the correct method to enhance students' ability in reading.

Based on the study of literature, one of interactive media that can be used to support language learning is computers. These media have developed very rapidly as they are easier to use, more convenient and cheaper, and they also can process and store much more data (Gündüz, 2005). One of equipment used with computers is CDs in which using this, a computer program (software) can handle sounds, pictures, and video along with characters. In addition, one of methods that can be implemented in teaching reading is Cooperative Integrated Reading and Composition (CIRC). It was selected as the model to be adapted to this media because of

its positive effects on reading skill (Durukan, 2011; Gupta & Ahuja, 2015; Hadiwinarto & Novianti, 2015; Karafkan, 2015; Varışoğlu, 2016)

In adapting the CIRC technique for the interactive media, only one principal feature of CIRC developed by (Stevens et al., 1987) was exploited. It followed the sequence of basal-related activities in which in this session, teacher should set a purpose of reading, introduce new or old vocabularies, and discuss the story after the students have read the text. In the development of the media, the descriptive texts were used as reading materials and the purposes for reading were reading the text aloud with accurate pronunciation, stressing and intonation, building vocabularies, and identifying meaning and information. These are described below.

1. Reading the text aloud with accurate pronunciation, stressing and intonation

The first session of basal-related activities of CIRC is introduction and discussion of a text in teacher-led reading groups that meet for approximately 20 minutes. To accommodate those activities, the developed media was provided a text related to each topic. The design of media consisted of two chapters-*Description of Person* and *Description of Thing*, and each chapter was followed by different titles of the texts. The first chapter related to the family members: father, mother, and sister; and the later conveyed about parts of the house: bedroom, living room, bathroom, and kitchen. In the implementation of the original CIRC, the teacher has to read aloud the text, while students listen carefully and are encouraged to read silently with the teacher. Therefore, each text in the media was accompanied with the modeling pronunciation to make students accustomed how to read the text aloud with accurate pronunciation, stressing, and intonation. So, teachers do not need to conduct repetitive oral reading.

One feature of CIRC is that the students with their partners or teams have to do sequence of activities autonomously after the activities with the teacher are finished. One is that students have to do *partner reading* in which they have to take turn reading the text aloud alternating sentences or paragraphs to develop their fluency and confidence in their reading ability. When one's student is reading, the other corrects any errors that may make. To accomplish this activity, the CIRC-based interactive CD can be repeated frequently to check the pronunciations if some are forgotten.

2. Building vocabularies

The CIRC-based interactive media was developed to build vocabulary in English. To provide this opportunity, the next design was presenting vocabularies that might be difficult or unfamiliar to students. In the media developed, it was called as '*bank of words*' comprising list of vocabularies with its meaning and sounds how to pronounce them well. The new vocabularies were based on the text introduced. This activity was to

encourage students' familiarity with the content of the text. In this session, before showing the meaning of its vocabulary, teachers are able to ask students to identify some difficult words they find based on the text. In the end, teachers are able to engage students for being active by discussing the content of the text by translating into students' native language.

In addition, the *bank of words* facilitates students to complete the activity of *words out loud* in which students have to be able to read fluently and confidently. Students can use the list of words to practice with their teammates until they are able to read well and correctly. Furthermore, this words list also can be benefited to finish *spelling* activity in CIRC. Students with their partner are able to use this list of vocabularies to become proficient at spelling of each word.

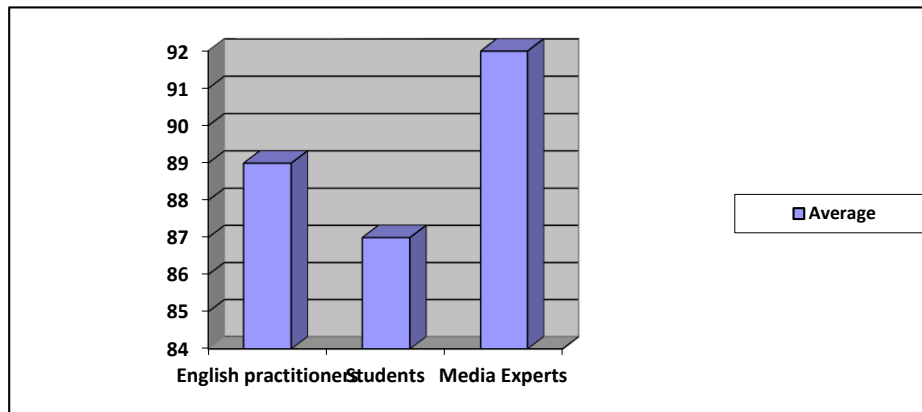
3. Identifying meaning and information

Another activity of CIRC is *word meaning*. In this session, the students have to practice writing meaningful sentences. The sentences they may make should indicate the definition and a clear depiction of each word meaning. Therefore, in this media it provides the exercises of matching the word with its definition. After students know the meaning of the word, they then can generate those meaning sentences in writing activity.

In CIRC, students have to do *story structure and story-related writing activity* in which they should be given questions related to the text. Therefore, this developed media was equipped with a list of questions and its answer to check their understanding about the content of the text. In the end of this activity, students are able to continue doing *story retell* phase. Before students do this activity, they have to compose their own descriptive text. Then, with the guidance of their teacher, they are able to take turn retelling their text.

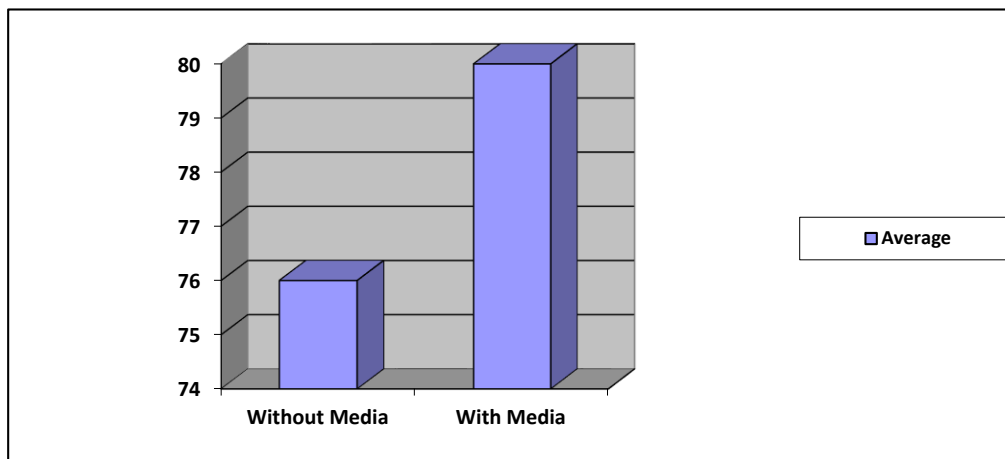
Before the product was tried out to the students, it should get the validation from media experts, English practitioners, and students. First, the two media experts provide comment on the lay-out and the program of the media. Second, nine English teachers comment on the appropriateness and acceptability of the materials. Finally, students are asked about their perception toward the implementation the media. The overall data perform good category as it is shown in the average score of validation of 89. It describes that the media have met the students' and the teachers' need in reading.

The following is the score of validation from media experts, English practitioners, and students.



Addressing to the effectiveness of this media in the teaching and learning reading, it is done some field testing to the students. The students are divided into control and experimental class. The students in the control class are taught using only CIRC, while the students in the experimental class are taught using CIRC and CIRC-based interactive CD as its media. The findings reveal that the students of the experimental group perform better on reading skill than the control group (80 > 76). It indicated that CIRC-based interactive CD can be used effectively as a media in teaching reading.

Below is the difference between the students' reading skills taught with and without CIRC-based interactive CD.



CONCLUSION

This study is concerned on designing media to teach reading by adapting one of the three principle elements of CIRC. The researcher found good result of three aspects of the developments on the program of media from media experts, adequate materials in the CDs, and enjoyable learning activities. Then, the implementation of this media helps students comprehend the text more effectively. Thus, CIRC-based interactive CD can be used to teach reading.

The result of this media adapted only one of three elements CIRC, so the adaptation of all principle elements of this technique have to be developed to get maximum result. Then, the experimental study has to explore deeply to find out whether there is statistically significant difference or not on the students reading skill in term of achievement.

BIODATA

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STUDENTS' PERCEPTION ON THE IMPLEMENTATION OF MULTILITERACIES APPROACH BY USING SOCIAL MEDIA IN TEACHERS' PROFESSIONAL DEVELOPMENT COURSEWORK

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Abstract: The definition of text has been developed from the printed or written words to hypertext in multimodal environments, such as web pages, blogs and other digital texts. Multiliteracy is defined as pedagogical approach in teaching and in English language as promising valuable multimodal environments which can benefit the language learners through recognizing some symbolic representations to build their identities. This case study investigates students' perception on multiliteracies approach by using professional social media such as LinkedIn, Researchgate, and Mendeley in Teachers Professional Development course-work. Two participants were chosen to be interviewed from eighty-nine students who took the coursework. Data triangulation were gained through observation sheets and students' portfolios. This research reveals that multiliteracies approach facilitates students' knowledge process in experiencing, conceptualizing, analyzing, and applying their online curriculum vitae (CV) and networking. In addition, the use of professional social media gives benefits on students' awareness on their career and academic development.

INTRODUCTION

In the era when information and communication technology and socio-cultural exchange grows rapidly, the definition of being literate has turned from traditional literacy- which involves the ability to read and write printed text, such as: books, magazines, articles, newspapers- to multiliteracies- which includes multimodal hypertext, such as: webpages, blogs, and other digital texts. Thus, being literate means being able to deal with multi-modal environments.

Theory of multiliteracies, proposed by a group of scholars called The New London Group, consists of pedagogy, multimodality and diversity (Cazden et al. 1996). Navehebrahim (2011) states that the changes in the future communication environment will make the notion of multiliteracies

has wider approval in educational institution and recommends conceptual model to empower multiliteracies approach on teaching and learning. In terms of promoting learners' engagement in basic literacy of English, for example, Navehebrahim (2011) states that multiliteracies approach influences teachers' pedagogy strategies to give students opportunities to connect real world experiences and classroom practices. Ganapathy (2014) evaluates learning out-comes in a classroom which implemented multiliteracies approach in Teaching English as Second Language (TESL) context in Malaysia to 37 Chinese students by using Peer Review Forms (PRF). The result demonstrates positive engagement on students' multimodal literacy practices and highlights the urgent needs for teachers to use information and communication technology (ICT), such as: web-based stories, interactive stories, hyper narratives in computer games, internet, podcasting, online news, e-mail, text messaging, MSN, Face-book, Twitter, Skype, and weblogs as learning tools to promote positive learning outcome on students' engagement. The study supports that multiliteracies approach has a potential on advocating pedagogy practices which pro-motes students' engagement (Ganapathy 2014).

In Department of English Language Edu-cation Universitas Islam Indonesia where English is used as a foreign language, multi-literacies approach in pedagogy has been implemented in Reading and Writing for Occupational Purposes coursework (Hapsari 2015, unpubl.) and Language, Society, and Culture coursework (Hapsari & Faozan 2016). A sur-vey research conducted by using Constructivist Learning Environment Survey (CLES) questionnaire adapted from Fraser (1991) reveals that Language, Society, and Culture coursework, taught by using multiliteracies approach, gives positive learning environment on negotiation, prior knowledge, autonomy and student-centeredness (Hapsari et.al. 2016). The previous studies demonstrate that multiliteracies approach is a promising approach for teaching English courseworks both in teaching English as a second Language and foreign language context.

Kalantzis & Cope (2005) develop multiliteracies approach in pedagogy to learning by design model. In this model, elements of multiliteracies approach is implemented in each knowledge process, which are: experiencing, conceptualizing, analyzing and applying. In learning by design model, knowledge process and multiliteracies pedagogy is presented in Table 1:

Table 1. Knowledge process and elements of multiliteracies pedagogy in Kalantzis & Cope's (2005) learning by design model.

Knowledge Process	Elements of multiliteracies pedagogy
Experiencing	Situated Practice Involving in experiences and the use of discourse in students' world
Conceptualizing	Overt Instruction Analytic, systematic and conscious understanding and explicit language to describe the design of meaning-making.
Analyzing	Critical Framing Interpreting socio-cultural context on specific meaning-making design and responding in meaning-making critically in relation to the purpose and cultural context
Applying	Transformation Practice Transformation in meaning-making practice in other context

In each of the knowledge process in the course design, students may develop different perceptions and therefore may have different level of meaning-making towards the design. As multimodal learning environment, social media are resources of authentic language and other symbolic representation used by individuals or communities to communicate and interact one another. In the context of English language education, the pedagogy of multi-literacies can take advantage on social media. Social media activities such as updating status, reading newsfeed, reviewing timeline has been a part of people's lifestyle in their daily activities. In Indonesia, for example, a survey on digital environment described an overview on main digital statistics indicators in Indonesia reveals that from the population of 255.5 millions, 74 millions are active social media users consisting of 64 millions active mobile social users (wearesocial.org 2015). Since January 2014, digital growth trends in Indonesia for the number of active social media users is 19% and 23% for the growth in the number of active mobile social users (wearesocial.org 2015). The top social media platforms for social networks in Indonesia are: Facebook 14 %, Twitter 11%, Google+ 9 %, LinkedIn 7%, Instagram 7% and Pinterest 6% (wearesocial.org 2015).

From the survey data, the most frequent social media accessed by Indonesian people are popular social media such as Facebook, Twitter, Google+, and Pinterest and only one professional social media is included, which is LinkedIn. This result reflects the tendency of media social users in Indonesia to prefer popular rather than professional social media in their online social activities. These popular social media enable the users to share various contents on the things they like from the less serious topics such as food, tourism spot, movies, books, precious moments to the more serious

topics such as politics and religious views. Even though these popular social media can be beneficial resources for learning English, these media are still lack of focus in shaping professional development skills for English language learners.

In fact, professional social media, such as: LinkedIn, Mendeley, and Researchgate may offer benefits that popular social media cannot provide for English language learners in Department of English Language Education Universitas Islam Indonesia, especially to shape their digital footprints for professional development activities. In the field of education, especially in teaching and learning process, Universitas Islam Indonesia believes that social media-based virtual environment can give the opportunity for the lecturers to accelerate learning process both autodidactically and institutionally through course curriculum design which organizes learning object, subject, process, and facilities (Rencana Strategis Penelitian Universitas Islam Indonesia 2016-2020). However, many students in the Department are not aware on the benefits of professional social media in representing their curriculum vitae in the digital environment. Based on the gap found, multiliteracies approach by using social media was implemented in Teachers Professional Development course design in Department of English Language Education in order to introduce professional social media, such as: LinkedIn, Mendeley, and Researchgate and investigate how the students have benefits on the use of these social media in the course design.

The study aims to investigate the implementation of multiliteracies approach by using social media in Teachers Professional Development academic year 2016/2017 course design. This study is in line with the Universitas Islam Indonesia Road Map on Virtual Environment Development for Education in 2016-2017 which takes the innovation in the use of social media based virtual environment as priority (Rencana Strategis Penelitian Universitas Islam Indonesia, 2016-2020).

METHOD

This study is a case study. Participants were taken by purposive random sampling from 89 students who enrolled Teachers Professional Development coursework academic year 2016/2017. Two students were chosen and coded by pseudonym Participant A and Participant B. Before being participants, they signed form of agreement as research participants. Research instruments used were inter-view questions constructed based on multi-literacies approach in learning by design model (Kalantzis & Cope 2005). The instrument was validated after being reviewed by another qualitative researcher.

Qualitative data in the form of words were collected through several data collecting techniques: observing and documenting respondents' engagement in the learning process which implemented multiliteracies approach on observation sheet and participants' social media screen shots.

For the interview questions, the data were recorded, transcribed, coded, and thematized. Data analysis was implemented by using Miles & Huberman's (1984) interactive model on data analysis which includes three concurrence activities: data reduction, data display, and conclusion drawing/ verification. The data were triangulated by the product of learning by design model by taking screen shots of participants' professional social media profile, observation sheet of both participants during the learning process, and interview transcripts.

RESULTS AND DISCUSSION

This case study aims to answer research question how is students' perception on the implementation of multiliteracies approach by using social media in Teacher Professional Development Coursework. Multiliteracies approach by using social media was implemented in three sessions in the course design. By the end of these sessions, students should create account and explore the professional social media introduced. Research finding revealed themes on students' perception on multiliteracies approach in Teacher Professional Development (TPD) coursework represented from the participants' interview result.

Participant A is discipline student in process, always comes on time (observation sheet), and create all social media accounts as learning output in each session (Figures 1-3).



Figure 1. Participant A's LinkedIn Account



Figure 2. Participant A's Researchgate Account



Figure 3. Participant A's Mendeley Account

Meanwhile, Participant B is less discipline in learning process who sometimes comes late (observation sheets). However, Participant B is not reluctant to help learning process, for example by involving to be part of researcher team in simple survey of utilization of students' social media in TPD Coursework (observation sheet), and creates all social media accounts as learning output by the end of the course (Figures 4-6).



Figure 4. Participant B's LinkedIn Account

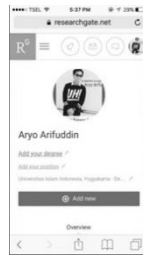


Figure 5. Participant B's Researchgate Account



Figure 6. Participant B's Mendeley Account

In choosing primary profile pictures, how-ever, Participant B is more consistent and has better sense in relation to his professional side than Participant A

The themes revealed from interview transcripts are:

○ *TPD Coursework has successfully introduced students to social media which are useful for professional development*

Both Participant A and B recently knows professional social media after participating in TPD Coursework. Participant A has explored more functions of those social media than Participant B and understood that professional social media, in addition to building CV, can help her work in doing research.

“I recently know Mendeley, and Research gate from Ms Astri in this TPD Coursework (A/20-21/E [compared to popular social media] it is more educational, more academic about research, helping us creating CV resume better than what we did before mid [semester] test, it will help us in finding jobs (A/282-287/AP)”

“Eeh some things that I learnt from this course, which is TPD, there are some such as Linkedin then Researchgate, then what is it? (B/341-343/AP)...I think it is important because I just realized that I had Linkedin account but only know what and how to use it while taking TPD course. (B/341-343/AP)”

○ *TPD Coursework has broadened knowledge towards social media utilization for professional development, such as having benefits on career development and academic development, and benefits in shaping personal professional identity*

▪ *Benefits on career development*

Participant A assessed that professional social media is beneficial for making professional track record, for example Participant A at-taches the participation of Field Study Pro-gram (*Program Praktek Lapangan/PPL*) in Thailand for trusted professional track record can benefit for developing career.

“So, the professional one is more related to academic, to the career also probably, because the information is there. (A/62-64/E) Absolutely, yes that's probably like participating in any program like what I've ever had

participated PPL program in Thailand, that could be attached. At any rate, those achievements are needed also to be attached. Only as professionalism. (A/158-166/C)”

Meanwhile, Participant B assessed benefit of career development of professional social media by comparing with popular social me-dia. For Participant B, popular social media is appropriate for creating track record which related to creativity, online business, and information that can be potential resource for earning money, but professional social media offers more specific information on professional track record.

“We do not really know how significant the differences is because we have not looked in depth at LinkedIn, we just made account yesterday. However, shortly based on what I saw from Kiki’s Profile, the difference is that if Facebook shows our information in general, and not specific. However, in LinkedIn, it is focused on jobs world which means it also displays bio data or other but further, LinkedIn is able to display CV and many more. Meanwhile, Facebook is limited. (B/25-29/E)...Well, he/she may has job then he/she uses Facebook or Instagram to express himself/herself. Some people also use that to earn money for living. We know now that shopping via online is easier because many shops sell in social media, don’t we? This could be a media for having jobs. It also could be a media for creativity like those who, eh they have new invention which is expressed through it, it also could be the source of information. So that, it’s not only for having fun, but also for gaining information. Now, social media, in some people opinion, is faster than news in TV, also for earning money, also media for, eh, media for creativity. It depends on how people utilize it (B/57-78/E).”

Based on both two findings, it can be concluded that even though both Participant A and B’s exploration experience of professional social media is not the same, each of them is able to see that professional social media is useful for their career development, not only for social existences.

▪ *Benefits on Academic Development*

Benefits on academic development were explored by Participant A, meanwhile respondent B had not explored professional social media features relating to academic development.

“We are able to discuss with researchers. Maybe there are some researchers who up-loaded their research that we needed for our thesis project, so that their article could really help us, like *Lumbung Pustaka UNY* also could be. (A/74-80/E)”

The themes revealed in this research strengthen Navehebrahim’s (2011) argument that multiliteracies approach promotes students’ engagement because it connects real world experiences, in this case finding job and improving curriculum vitae online, and class-room practice, in this case creating profession-al social media account (LinkedIn, Re-searchgate, and Mendeley) .It is also in line with Ganapathy (2014) and Hapsari et al.

(2016) research findings that explain the benefits of multiliteracies approach in designing coursework in the field of English language education.

CONCLUSION

The research findings on the implementation of multiliteracies approach by using social media in TPD course design strengthen the argument that multiliteracies approach engages students well in learning process because the students can relate their experience in online multimodal environment in real life.

Based on the research findings and discussion, it can be concluded that students' perception on the implementation of multiliteracies approach by using social media in Teacher Professional Development Coursework academic year 2016/2017 is positive. TPD coursework has introduced students about social media which gives benefits on professional development. TPD coursework has broadened knowledge towards social media utilization for professional development such as benefit of career and academic development. TPD coursework transformed understanding on social media utilization for professional development. Nevertheless, revision on instructional design of the coursework is still needed to ensure that all students explore the functions of the professional social media. However, overall, the design of TPD course-work that includes content on the use professional social media as part of multiliteracies approach has been able to make students experiencing, conceptualizing, analyzing, applying ways on building their online curriculum vitae (CV) and online networking.

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STUDENTS' PERCEPTION OF MACHINE TRANSLATION APPLICATION IN ENHANCING ENGLISH LITERACY OF TRIDINANTI UNIVERSITY

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Abstract: Translation as one of the ways to achieve the understanding of English has experienced significant change, importantly influenced by the development of internet. The introduction of internet would create two side effects. One refers to all the advantages of using it and other tends to bear some human hindrance in applying it. This study aimed to give information about students' perception of machine translation application in enhancing English literacy at Tridinanti University. The method used in this study was a mixed method by combining qualitative and quantitative method. Then, thirty-seven sixth semester students of English at Tridinanti University Palembang became the sample. Questionnaire and interview were the instruments to collect the data. The result showed that majority of the students had used machine translation to improve their English skill and the lectures should about students' needs and their behaviors of using machine translation to enhance their English literacy.

INTRODUCTION

Technology has strengthened its grasp at the very core of human life. It gives not only comfort and convenience, but it also assists human beings in such a way that living without it would be hard to imagine. In education, where technology has originated, it is a certainty that everyone, especially students, should be technology-literate.

Reality today proves the fact that, information technologies are more and more often used in the higher education system. According to Geladze (2015), it is apparent that nowadays information technologies are used not only as additional tools in the sphere of education, but represent new functional rules and priorities of institutional structure in the process of higher education development.

In 2014, China was in ranked first internet users in the world with total number 692,152,618 people. Then, India and the United States was the second and third rank with total number 340,873,137 and 239,882,242

users. Indonesia as a developing country was in the eleventh rank with a total number of 56,612,52 users better than France and Vietnam which were in the rank of twelfth and thirteenth (Global Internet Usage 2015). It has given Indonesian people a big opportunity to access all information as much as possible in order to broaden their horizons.

The internet is a global system of connections between millions of computers that allows almost instant access to and dissemination of information (Ruzgar 2005). The use of the internet as an instructional tool in higher education is rapidly increasing. Today, there is an increase in the development of academic course websites with huge amounts of learning materials imbedded within them. The internet's ability to provide students quick access to government documents, scholarly list serves, and databases located at geographically-removed institutions makes it a valuable information source for students.

As stated by Catford (1965), translation is the replacement of textual material in one language (second language) by equivalent textual material in another language (target language). In other words, translation is the process of transferring the meaning of one language into the target language. Based on the writer's experience in teaching students translation in English study program, Tridinanti University, the students had difficulties in transferring one language into the target language because of the lack of vocabulary and knowledge about grammar which caused the students got difficulties in constructing sentences into the target language. They also were interested in using technology to help them in the translation process, but they did not use it properly, they tended to copy and paste the result of machine translation without considering the grammar and diction. Therefore, the writer tried to investigate the students' perception related to the use of machine translation either online or offline in enhancing their English literacy in Tridinanti University.

Roles of technology in education

Technology is becoming increasingly important in both teachers' personal and professional lives, and the learners are using technology more and more (Dudeney & Hockly 2007). It pushes teachers to improve their skills in mastering technology in order to deliver their materials effectively.

However, technology itself is not running in place. It develops fast in line with the demands of people or as the improvement of the previous one. It is such a dynamic process which leaves no space for stagnancy. UNESCO the United Nations Education, Social and Cultural Organization in Kievening (2009) declared the definition of technology as "...the know-how and creative processes that may assist people to utilize tools, resources and systems to solve problems and to enhance control over the natural and made environment in an endeavor to improve the human condition." In short, technology has the major goal of assisting human beings in every aspect of their life.

Nowadays, people ride on technology to arrive at whatever destination they have in life. As long as they are not intentionally leading a life of ignorance of the world's current development, technology is their daily consumption. Oak (2011) corroborates this by stating that technology is the need of the day. The technological advancements have made society take a leap towards success. Every technological reform is a small step towards advancement. Every invention in technology is a step towards the progress of mankind. In other words, people would not have enjoyed this comfort and luxury of life without technology stepping in and doing all the work which humans are physically unable to handle.

Machine translation

Machine translation (MT) is automated translation or translation carried out by a computer, as defined in Simpson & Weiner (2017). It is a process, sometimes referred to as Natural Language Processing which uses a bilingual data set and other language assets to build language and phrase models used to translate text. On a basic level, MT performs simple substitution of words in one language for words in another, but that alone usually cannot produce a good translation of a text because recognition of whole phrases and their closest counterparts in the target language is needed.

Gen (2017) also defines that Machine Translation is the use of software programs which have been specifically designed to translate both verbal and written texts from one language to another. Therefore, people as the users of MT would get both benefits and problems to get the result of translation. As they know that it become challenges for MT which programs the computer could understand a text as a people wanted and it would be very difficult to create a new text in the target language that sounds as if it has been written by people.

Benefits of machine translation in enhancing English literacy

Since the use of Machine Translation in the teaching and learning process of English is so popular nowadays, there are a lot of students who use machine translation to enhance their literacy. According to Syntrosoft (2017), there are a lot of benefits of using Machine Translation, they are:

Improve communication in multiple languages

The students can improve their ability to use many languages by translating the source language to the target language which they did not know before to bridge the multilingual communications gap both internally and externally.

Deliver information in multiple languages

The students can broaden their horizon by accessing a lot of information in many languages and translate them by using Machine Translation.

Translate More for Less

The students can get two big benefits in using Machine Translation; cost and capacity. A translator usually translates 2,000 words per day for 20 cents per word. As the volume of information grows, it surpasses the capacity of human translators and enterprise budgets.

RESEARCH METHOD

The writer used a mixed method to describe the students' perception related to the use of Machine Translation in enhancing their English literacy. She combined quantitative and qualitative method in this study. The analysis of questionnaires would be in quantitative and the interview would be in qualitative. The sample of the study consisted of thirty--seven sixth semester students of English study program at Tridinanti University Palembang. Then, questionnaires and interviews were the instruments used to collect the data. The questionnaires consisted of twenty questions and the writer also interviewed the students in order to know their opinion about the use of Machine Translation.

This study aimed to know the students' perceptions about the use of machine translation in enhancing their English literacy; to know their perceptions considering the advantages and disadvantages of Machine Translation; and to reveal students' views on effectiveness and their satisfaction toward the use of Machine Translation.

FINDING AND DISCUSSION

The writer highlighted the results of the study into two parts; (1) The results of the questionnaire and (2) The results of the interview. The questionnaire was divided into seven parts; operating techniques, simplicity, effectiveness, advantages, satisfaction, editing techniques, and motivation. Table 1 shows the result of students' perception about the implementation of machine translation.

Table 1. Students' Perception about the Implementation of Machine Translation

No	Statements	SA	A	U	D	SD
1	Operating Techniques					
a	I use Machine Translation in translating from English into Indonesian vice versa.	29.7%	48.6%	21.7%	-	-
b	I am able to operate Machine Translation well.	35.1%	45.9%	13.5%	5.5%	-

c	I do not have difficulties in using Machine Translation.	37.8%	45.9%	13.5%	2.8%	-
2 Simplicity						
a	When I get difficulties in reading academic texts, I use Machine translation to help me solve my problems.	24.3%	54%	18.9%	2.8%	-
b	When I translate difficult words adopted from English to Indonesian, I use Machine Translation.	29.7%	51.3%	16.2%	2.8%	-
c	Machine translation is really helpful for me.	35.1%	54%	10.9%	-	-
d	Beside translating, Machine Translation helps me to learn English.	37.8%	62.2%	-	-	-
e	I am able to access Machine Translation through my mobile phone well.	48.6%	40.5%	10.9%	-	-
3 Effectiveness						
a	I am able to save my time by using Machine Translation.	37.8%	32.4%	27%	2.8%	-
b	Machine Translation can help me translating some unknown words effectively.	24.3%	43.2%	24.3%	8.2%	-
4 Advantages						
a	I hope that Machine Translation can help me to improve my score in the classroom.	24.3%	45.9%	18.9%	5.4%	5.5%
b	I hope that Machine Translation can help me to improve my TOEFL score.	18.9%	27%	37.8%	13.5%	2.8%
c	I use Machine Translation in doing my English assignment.	5.4%	54%	40.6%	-	-
d	I use Machine Translation in order to improve my English skill.	13.5%	45.9%	35.1%	5.5%	-
5 Satisfaction						
a	I feel satisfied to the result of Machine Translation.	8.1%	35.1%	40.5%	13.5%	2.8%
b	Machine Translation can work properly	-	40.5%	40.5%	16.3%	2.7%
6 Needs of Editing						
a	I feel confident with the accuracy of result from Machine Translation.	-	13.5%	56.7%	21.6%	8.2%
b	I usually revise the result from Machine Translation.	51.3%	32.4%	10.8%	5.5%	-
7 Motivation						
a	I feel more perceptive in operating communication and information device since I often use Machine Translation.	-	13.5%	56.7%	21.6%	8.2%
b	I feel more motivated to learn English with the existence of Machine Translation.	51.3%	32.4%	10.8%	5.5%	-

SA: Strongly Agree, A: Agree, U: Undecided, D : Disagree, SD: Strongly Disagree

From the above table, it showed from the first aspect which was about operating technique, the first question described that 29.7% of students answered strongly agree and 48.6% agree that Machine Translation was used to help them translate English into Indonesian and vice versa. 21.7 % felt undecided to use Machine Translation. There were no students who

answered disagree and strongly disagree. In other words, there were no students who never use Machine Translation. It showed that most of the students had used Machine Translation in translating from English into Indonesian and vice versa.

Next, the second question showed 35.1% answered strongly agree and 45.9% agree. Meanwhile, 13.5% answered undecided 5.5% disagree. There were no students who answered strongly disagree. It means that the majority of the students had been using Machine Translation properly, even though some of the students could not operate Machine Translation well.

Then, the third question showed that 37.8% answered strongly agree and 45.9% agree. 13.5% felt undecided in answering that statement. 2.8 % of the students answered disagree, and none of the students answered disagree. It showed that most of the students had good capabilities in operating Machine Translation; they had had enough information to operate it.

The second aspect was about simplicity, first question showed that 24.3% of the students answered strongly agree, 54% agree that they used Machine Translation when they had difficulties in reading academic text. 18.9% answered undecided, 2.8 % disagree, and none of the students answered strongly disagree. Hence, Machine Translation really helped the students when they had difficulties in reading academic texts.

The second question showed that 29.7% answered strongly agree and 51.3% agree. Besides, 16.2% felt undecided and 2.8% disagree, and there were no students who answered strongly disagree. Therefore, Machine Translation helped the students when they wanted to translate difficult words adapted from English to Indonesian.

Third question showed 35.1% of students answered strongly agree, 54% agree and only 10.9% felt undecided. Luckily, none of the students answered disagree and strongly disagree. In fact, Machine Translation really helped the students overall.

Then, 37.8% of students answered strongly agree and 62.2% agree. There were no students who answered undecided, disagree, and strongly agree. In other words, Machine Translation also gave benefits to the students in learning English.

The last question showed that 48.6% of the students answered strongly agree, 40.5% agree, and 10.9% undecided. It means that most of the students are able to access Machine Translation through their mobile phone.

The third aspect was about effectiveness, first question showed that 37.8% of the students answered strongly agree and 32.4% agree. On the other hand, 27% of the students felt undecided, 2.8% answered disagree, and none of them answered strongly disagree. Briefly, the students could save their time in the process of translation if they use Machine Translation.

The next question showed that the highest percentage points given by the students (43.2%) or strongly agree was the fact that Machine Translation could help them in translating some unknown words effectively. Then, 24.3% of the students answered strongly agree and undecided. 8.3% answered disagree and none of them answered strongly disagree. In a word, the students could get benefits from the effectiveness of Machine Translation.

The fourth aspect was about advantages, the first question showed that 24.3% of the students answered strongly agree, 45.9% agree and 18.9% felt undecided. Only 5.4% of the students answered disagree and 5.5% strongly disagree. In a word, almost all of the students hoped that Machine Translation could help them to improve their score in the classroom.

The second question showed that 18.9% of the students answered strongly agree, 27% agree that the students enabled them to improve their TOEFL score through Machine Translation. Nevertheless, 37.8% felt undecided as they thought that TOEFL score could not be improved only by the use of Machine Translation. In fact, 13.5% of the students answered disagree, and 2.8% strongly disagree.

The third question showed that 5.4 % of the students answered strongly agree and 54% agree that it could help them in doing their English assignment. Moreover, 40.6% answered undecided. From the above table, it showed from the first aspect which was about operating technique, the first question described that 29.7% of students answered strongly agree and 48.6% agree that Machine Translation was used to help them translate English into Indonesian and vice versa. 21.7 % felt undecided to use Machine Translation. There were no students who answered disagree and strongly disagree. In other words, there were no students who never use Machine Translation. It showed that most of the students had used Machine Translation in translating from English into Indonesian and vice versa.

Next, the second question showed 35.1% answered strongly agree and 45.9% agree. Meanwhile, 13.5% answered undecided 5.5% disagree. There were no students who answered strongly disagree. It means that the majority of the students had been using Machine Translation properly, even though some of the students could not operate Machine Translation well.

Then, the third question showed that 37.8% answered strongly agree and 45.9% agree. 13.5% felt undecided in answering that statement. 2.8 % of the students answered disagree, and none of the students answered strongly disagree. It showed that most of the students had good capabilities in operating Machine Translation; they had had enough information to operate it.

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answered strongly disagree. Hence, Machine Translation really helped the students when they had difficulties in reading academic texts.

The second question showed that 29.7% answered strongly agree and 51.3% agree. Besides, 16.2% felt undecided and 2.8% disagree, and there were no students who answered strongly disagree. Therefore, Machine Translation helped the students when they wanted to translate difficult words adapted from English to Indonesian.

Third question showed 35.1% of students answered strongly agree, 54% agree and only 10.9% felt undecided. Luckily, none of the students answered disagree and strongly disagree. In fact, Machine Translation really helped the students overall.

Then, 37.8% of students answered strongly agree and 62.2% agree. There were no students who answered undecided, disagree, and strongly disagree. In other words, Machine Translation also gave benefits to the students in learning English.

The last question showed that 48.6% of the students answered strongly agree, 40.5% agree, and 10.9% undecided. It means that most of the students are able to access Machine Translation through their mobile phone.

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The fourth aspect was about advantages, the first question showed that 24.3% of the students answered strongly agree, 45.9% agree and 18.9% felt undecided. Only 5.4% of the students answered disagree and 5.5% strongly disagree. In a word, almost all of the students hoped that Machine Translation could help them to improve their score in the classroom.

The second question showed that 18.9% of the students answered strongly agree, 27% agree that the students enabled them to improve their TOEFL score through Machine Translation. Nevertheless, 37.8% felt undecided as they thought that TOEFL score could not be improved only by the use of Machine Translation. In fact, 13.5% of the students answered disagree, and 2.8% strongly disagree.

The third question showed that 5.4 % of the students answered strongly agree and 54% agree that it could help them in doing their English

assignment. Moreover, 40.6% answered undecided the lecturers and their institution to provide the good machine to help the students in translation process. It would be also the idea of programmers who intended to improve the quality result of Machine Translation by developing this program or application which gave the best result of translation. To sum up, sixth semester students of English study program at Tridinanti University Palembang had agreed that Machine Translation had helped them in improving their English literacy, even though they used to revise the result, it means that they had been careful enough to use the result of machine translation.

CONCLUSIONS AND SUGGESTIONS

The use of Machine Translation has given a lot of benefits to the students. It has been drawn from the results of questionnaires and interviews given to the students. The majority of the students had used Machine Translation in the process of translating from the source language to the target language. Most of them already had good capabilities to operate it. Machine translation also could help them in reading academic texts or translating difficult words adapted from English to Indonesian. In addition, the students could save their time to do their assignment when they used Machine Translation. Besides improving their grades in English, Machine Translation could improve their TOEFL score and their English skill.

In contrast, the students hoped that the result of Machine Translation had a high accuracy because of it lack of grammar correction and proper diction. Another pitfall of Machine Translation is its inability to translate non-standard language with the same accuracy as standard language, as it only cope the vocabulary stock of formal language. Despite of the weakness of Machine Translation, the students still put it as a big help to do their English assignments. The students intended to improve they knowledge about structural sentences and word choices in order to choose and select words/sentences from source language and construct them into proper target language. Knowing the facts found by the writer, the lecturers should consider about students' difficulties in translation process. The lecturers are suggested train the students a lot to have more practices in translation. The lecturers also should motivate the students to cultivate the awareness of reading habit in order to broaden their knowledge and enrich their vocabulary stock so that the students will have good capability in translation both manually and using Machine Translation.

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INTEGRATING NEED ANALYSIS AND SOCIAL SEMIOTICS IN DEVELOPING MULTIMODAL TEXTS FOR ESP READING MATERIALS

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Abstract: In 21st century, literacy pedagogy is changing and developing along with the rapid extends of technology. This new literacy theory collaborate the use of traditional texts with the new communication technology in the forms of printed-texts, spoken language and multimedia. Thus, the researchers believe that *Multimodal texts* as the combination of verbal and visual interaction meet with the new pedagogy concept. They provide new opportunities to support reading activities in different and interesting ways. For that reason, this paper aims to provide readers with new information in designing reading materials in the multimodal text forms for engineering students. Moreover, visual social semiotics approach would be used to guide teachers in selecting the appropriate image in multimodal text for ESP students. Concerning with ESP, this study focuses on the importance of needs analysis and how its result helps in material design process.

Key words: multimodal texts, social semiotics, ESP, need analysis

INTRODUCTION

In the 21st century, the characteristics of today's learners are changing. Their interests are changing from printed book-based towards television, video, computer games, smart phones, internet and other technology devices in their life. In fact, learners are changing by growing up in a digital world. Their daily life is surrounded by digital devices which makes lesson in classroom without technology integration becomes uninteresting. Therefore in gaining students' attention into learning process, teachers need to adjust

their ways of teaching by implementing technology during the learning process.

In fact, the rapid evolution of reading material from printed text to visual, electronic, or digital text in this era definitely challenges English teachers in preparing the reading material. They should be aware that the fast changing of information technology has already shifted the use of traditional or printed text to multimodal text.

The use of multimodal text in this study is supported by some researchers (Chen, 2013; Baharani and Ghafournia, 2015) who have already proven the positive impact of the use of multimodal text related with students' reading skills. In addition, some studies reveal the effects of using multimodal text as the reading materials on motivation (Arnold, 2009), students comprehension (Boshraadi & Biria, 2014), English proficiency (Guichon & McLornan, 2008), and vocabulary acquisition (Chun & Plass 1996).

To get more comprehension about multimodal text, the following paragraphs will discuss some views from the experts. The term of multimodal has been defined by some researchers quite differently in these recent years. Moreno and Mayer (2007) explain that the term "multimodal" compatibly with "multimedia" which refers to "verbal (print text, spoken word) and non-verbal (illustrations, still images, animation) modes of presentation." It means that by using multimodal text, students will deal not only with words but also with pictures. Bezemer & Kress (2008) define a mode as a "socially and culturally shaped resource for making meaning". Furthermore they give examples of modes which are used in learning resources including; "image, writing, layout, speech, and moving image". Whereas "the potentials and constraints of media—the printed media, such as the textbook, or the electronic media, such as the Web", are the media by which students can read the multimodal messages. Thus, to understand the meaning of a multimodal text, Jewitt (2011) suggest to "synthesize various modes into a cohesive, unified whole that takes the form of representation into account".

Moreover, Kress (2001) describes multimodality as an uncomplicated concept which is easily comprehended only by analyzing the examples of the ways modal resources are used in "socially situated contexts". Specifically, he explains the example of "road signs" as a common use of "multimodality" which combine the images and words that will give important information for a driver who "read and interpret" this sign quickly.

On the other hand, Walsh (2006) characterizes multimodal texts as the texts which consist of more than one "mode" so that the meaning of the text can be conveyed through a "synchronization of modes". It means that multimodal texts may combine spoken or composed language, "still or moving images". In this case, multimodal text may also be read on a piece

of paper or on the electronic screen such as computer which incorporate sound as well. Furthermore, Bearne (2007) describes any multimodal text might combine elements of a variety of “semiotic resources including gesture, movement, posture, facial expression, images, sound, writing”.

An approach that can be used to understand how multimodal text can impact the students’ reading comprehension is by using social semiotic theory. However, this paper will use Jewitt’s terms, “modes, semiotic resources, and intersemiotic relationships”, in discussing the relationship between multimodality and social semiotic theory. Jewitt (2011) defines a “mode as a kind of meaningful sign or symbol, such as words, images, or gestures”. Thus, the meaning represented by a “mode is derived from the cultural and social uses and interpretations of that mode” over time. Moreover, she describes semiotic resources as “the actions, materials, and artefacts” that we use for communicative purposes. In this case, the forms and functions of the semiotic resources are “culturally driven” and determined by the creator of a multimodal text or space. Finally, she states that “intersemiotic relationships” refer to the relationships between modes and semiotic resources so that they come together into meaningful multimodal texts.

Regarding those terms in social semiotics, it can be seen that students who read multimodal text will automatically have “intersemiotic relationships” in their mind between the modes that they read in the multimodal text and semiotic resource that are culturally driven. In digital texts, for example, “modes can’t be read separately” to understand the text. Thus, the relationship that exists “between and across the modes” is very important to the context of the text. Therefore, the writer believes that selecting the appropriate picture or image in multimodal text is crucial to consider.

Answering that issue, “visual social semiotics” approach can be implemented to guide teachers in selecting the appropriate image in multimodal text for ESP students. Jewitt and Oyama (2001) state that this approach involve “the description of semiotic resources, what can be said and done with images (and other visual means of communication) and how the things people say and do with images can be interpreted”.

Thus, the first step in understanding visual social semiotics, teachers should recognize the three categories of images: “the icon, index, and symbol” (Harrison, 2003). The first category of image is an “Icon” defined as an image which bears a similarity or resemblance to our background knowledge about an object or person”. Some examples of icons that can be found in daily life are “paintings, maps, and photographs”. Another example of icon that can be found on the Web is “the house” which is used to represent the home page.

The second category of image is an “index” defined as an image which is used to understand “the relationship between the image and the

concept that it stands for”. Unfortunately, Harison (2003) states “indexical signs are confusing which require an accompanied text to recognize them”. It means that students are difficult to understand index without an additional text. Thus, a common example of this kind of image is a “web index”, the upward-pointing arrow, which is used to indicate the top of a Web page.

The last category of image is a symbol defined as “an image when it has no visual or conceptual connection to an object or person”. Thus, the meaning of the image can be known only because of “convention or something we’ve learned”. A common example of the symbol on the web is the symbol of “the line beneath a word or phrase which is used to indicate a link”. Some studies show that the “indexical and symbolic images” sometimes appear in some multimodal text. However, the main focus of the present study is on “iconic images”, because many reading experts such as Kress and van Leeuwen (1996) believe that “these types of images are among the most common images used in contemporary textbooks”. Therefore, this study tries to use those semiotic resources into multimodal texts that would be used as the reading materials for ESP students with engineering background.

Concerning with ESP, this study focuses on the importance of needs analysis and how its result helps in the process of material design. Since ESP is driven by the specific learning needs of the language learner, the first step for ESP material design is identifying the specific needs of the students; in fact, these will inform the decisions about ESP program. As stated by Hutchinson and Waters (1987) that learner’s needs should be considered in the process of planning the content of a language program. Moreover, Bown (2001) mentions that need analysis is the way to gather a lot of information about learners’ needs in a certain groups of students so that teacher can get the fundamental information to design material.

ESP needs analysis can lay solid foundation for an effective ESP program. Thus, it is essential to identify academic needs before designing a language course. However, designing a course on the administrators’ beliefs and interests or the teachers’ perceived needs would not be a realistic approach to course design. In fact, learners’ needs requirements and interests should also be taken into consideration in designing a course. Therefore, this study requires a careful needs analysis of the learners under consideration. As a result it will make the teachers more aware of the students’ needs and help design a more effective and efficient language course which match students’ needs as closely as possible.

METHOD

This present study selected some specific topics for the reading materials used which are suitable with students’ background knowledge as an engineer. Therefore, in determining reading text materials for engineering students, the researchers performed need analysis. The need

analysis was delivered to the students and non English teachers. The results of the need analysis are then formulated into the basis in selecting the reading materials. The participants of this study are 35 students from different engineering majors and 10 non English teachers in Politeknik Perkapalan Negeri Surabaya. The questionnaires were used to get the data about English skills needed by the students after their graduations, the use of technology in teaching and the reading topics relevant with students' background as engineers.

FINDING AND DISCUSSION

This section shows the finding and discussion of the research in accordance with its objectives; 1) to find out students' expected English skills 2) the use of technology in teaching 3) the topics of reading materials relevant with students' needs. Thus, based on the finding, this study would also discuss the process in developing multimodal texts for ESP reading materials.

Finding

Based on the data retrieved from the questionnaires, it shows that the participants (students and non English teachers) believe that speaking is the most important English skills needed by students to be used in their future jobs. The participants of this study thought that speaking skill is one of language skill that should be mastered in learning English. By mastering speaking skill, students can communicate their ideas in school and in their future jobs. In fact, the university outcomes especially PPNS graduates are demanded to have speaking competence to compete with other job seekers in finding a good job. They have to be able to talk their ideas and clarify their thinking in spoken form.

However, there is a slight difference in the second and third preferences of English skills between students' perception and teachers' perception. Figure 1 below shows that students put productive skills (speaking and writing) as the English skills mostly needed in their future jobs as engineers. It means that students believe that in their future they will use these two skills (speaking and writing) in performing their job.

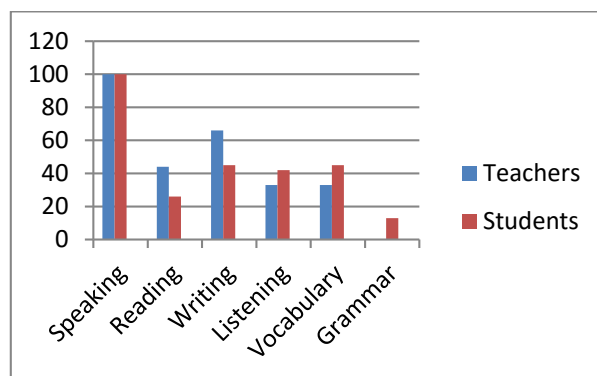


Figure 1 Teachers' and Students' Perceptions on Students' expected English skills

On the other hand, teachers put reading after speaking as the most needed skill for students. This fact shows that teacher consider reading skill is more important than writing skill. Thus, the reasons might be on the need of reading skill in reading engineering materials which are mostly written in English. Moreover, students think grammar is also important to learn because to graduate from PPNS they have to achieve 500 TOEIC score. It means they have to learn grammar in achieving that score. Though speaking is the participants' first choice of expected skill that PPNS students have to master after they graduate, this study focuses in developing reading material for engineering students. The writer believes that by providing interesting and appropriate reading materials, students' English skill can also be stimulated.

The next finding from the questionnaires is students' perception of the use of technology in learning English. The result of the questionnaires shows that 60% students prefer using technology and learning media in learning English. It means that teachers should consider the use of technology as the media in teaching English in the classroom. Based on students' perceptions of using technology, this study believes that developing multimodal texts would satisfy students' interest in learning English. Since the use of multimodal texts as their reading materials would off course include the use of technology. Therefore, this study would implement the technology in developing reading materials in the form of multimodal texts.

The last finding from the questionnaire discusses about students' and non English teachers' preferences of topics that will be used as the reading materials. The questionnaires give the participants 16 choices of engineering topics that might be suitable with students' needs. Table 1 shows the frequencies and percentage of varied choices of engineering topics.

Table 1. Participants' choices of reading topics

Topics	Frequency	Percentage
Maritime	18	45%
Work Safety	26	65%
Work Tools	23	58%
Works Instruction	29	73%
Engine & Parts	30	75%
Material & Component	31	78%
Trouble shooting	15	38%
Hazard	15	38%
Every day English	27	68%
Manufacture	22	55%
Fabrication	26	65%
General Business	18	45%
Work Communication	35	88%
Innovation	17	43%
Environment	17	43%
Process & Procedure	33	83%

From table 1, it can be seen that the participants prefer the topic of *work Communication* (88%) as the most needed topic that should be discussed in learning English. However, the least preferable topic are *Trouble shooting and Hazard* (38%). Thus, based on the participants' (students and non English teachers) choices of suitable topics in learning English for engineering students, it can be ranked from the biggest to the smallest preferences into the Top 10 topics list as follows;

Table 2. Top 10 topics list

No	Topics	Frequency	Percentage
1	Work communication	35	88%
2	Process & Procedure	33	83%
3	Material& Component	31	78%
4	Engine & Parts	30	75%
5	Works Instruction	29	73%
6	Every day English	27	68%
7	Work Safety	26	65%

8	Fabrication	26	65%
9	Work Tools	23	58%
10	Manufacture	22	55%

Those ranked topics of engineering field (*work communication, process & procedure, material & component, engine & parts, works instruction, every day English, work safety, fabrication, work tools and manufacture*) are then used as the basis of this study in developing the reading material for engineering students.

Discussion

Based on the results of need analysis, this study tries to develop ESP reading materials which also incorporate the social semiotic aspects in the form of multimodal texts. As stated earlier, a text can be defined as a multimodal text if it has more than one mode of semiotic modes. There are five semiotic systems that can be used in composing a multimodal text; linguistic, visual, audio, gestural and spatial (Anstey, 2010). In this case, teachers should be aware about the “codes and conventions” of each of the five semiotic systems in order to convey meaning through them. Their knowledge about these codes and conventions will help them in deciding the appropriate modes in describing certain emotion or words. For example, when composing a multi-modal text, teacher will need to make decisions about whether to show a character’s emotions through sound, gesture, facial expression or descriptive words, or some combination of these.

Thus, this study adopts some of the steps suggested by Anstey (2009) that can be used by teacher or students to create multimodal texts. Those steps can be seen in the following figure.

From those steps, it can be seen that after choosing the suitable topics for engineering students, the next step would be deciding how the text will be delivered. In this case, teachers can choose the format of the multimodal text whether printed or non-printed. After that, the semiotics modes that will be used in the multimodal texts should be carefully chosen. In that case, teachers should identify how each mode will be used and the meaning of that chosen modes.

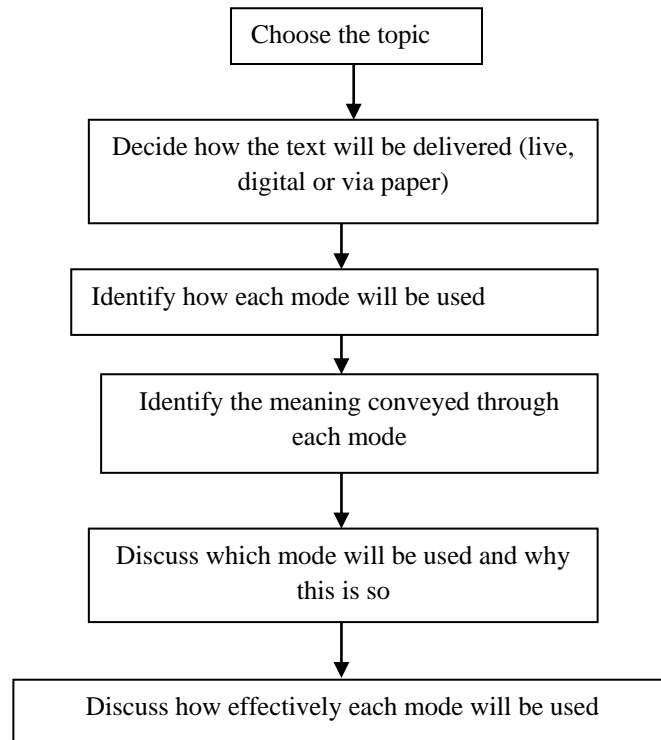


Figure 1. Steps in creating multimodal text

Moreover, to help teachers in identifying the suitable modes that will be used in the multimodal texts, teachers can fill the following table before constructing the texts. Thus, table 3 gives an example of how a multimodal text is developed by combining the social semiotic systems.

Table 3. Identification of used modes in a multimodal text

No	Topics	Media	Content	Semiotic Resources/modes
1	Work Communication	Laptop LCD Paper	Texts Internet	Linguistic, Visual, Gestural
2	Process & Procedure	Laptop LCD Handy Tools	Texts Internet	Linguistic, Visual, Gestural
3	Material Component &	Laptop LCD Paper	Texts Internet	Linguistic, Visual, Gestural
	Etc			

CONCLUSION

The data from the students' and non English teachers' questionnaires show some issues dealing with the use of multimodal texts as reading materials for engineering students. First of all, the finding of the study revealed the need to consider students' background before setting up the materials for the English course. In addition, this study also revealed that should consider the use of technology as the media in teaching English in the classroom.

Moreover, it can be concluded that the results of need analysis have contributed in shaping the English course for engineering students. The most needed English skills and also the topics of reading materials that are chosen by the participants in accordance with students' need as engineering students are some aspects from the need analysis that should be considered in developing the materials. The last discussion can be concluded that teachers need to have the knowledge of codes and conventions" of each of the five semiotic systems in order to convey meaning through the multimodal texts.

BIODATA

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CHALLENGING THE DIFFICULTIES: UTILIZING TECHNOLOGICAL APPLICATION IN TEACHING ESP CLASSES

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Abstract: Creating classroom activities that are both effective and efficient has always been a challenge for teachers, especially for ESP teachers due to various ESP fields and different needs of ESP students. Integrating technological application into classroom activities is now widely and commonly used. *iSpring QuizMaker* as a new comer in education technological application provides not only interesting visual aids for the students but also solution for ESP teachers to present effective and efficient learning. In paper relates the famously-known Bloom's Taxonomy and the use of *iSpring QuizMaker*. It also analyzes the use of *iSpring QuizMaker* to asses students' performance. The method used in this paper is literature review in which the writer first presents some literature obtained from online journals and also from printed books, then discusses the topic chosen and connects the topic with the literature. It concludes that this new technological application when used properly can be time and energy efficient for the teacher, interesting and satisfying for the students.

Keywords: ESP, classroom activities, technological application

INTRODUCTION

One of the effects of the more globalized world for language learning is the growing need and interest in ESP. English, though not a medium of education, is becoming increasingly important as an international language for the world of work, hence it brings the idea of creating ways of making ESP in the classroom more real-work related, more interesting, more communicative and more effective. As important as it is, the teaching of ESP itself emerges some problems. The very basic problems arising are what to teach and how to teach in these ESP classes. As developing material for ESP classes is already challenging, the next question 'What kind of teaching methods should be used in ESP classes?' has no direct answer. Although Hutchinson and Waters (1987) states that ESP is not different in kind from any other form of language teaching, in that it should be based in the first instance on principles of effective and efficient learning, with ESP, it is more complicated due to different needs of

ESP students and various ESP fields, hence there are extensive variety of materials. Regardless all the challenges, it is true that creating effective and efficient learning must be taken as first consideration when teaching ESP classes. Peter Strevens (Brumfit:1988) in his article *The Learner and Teacher of ESP* states “In order to make a success of ESP, the teachers have to view ESP as a normal, acceptable challenge;...they have to be familiar with the widest range of alternative teaching techniques; ...”. On the other side, Bloch (2013) states “...and the development of a range of technological applications has offered tools for language learning...”. Putting these together, integrating technology in language learning will equip ESP teachers with wide variety of teaching techniques that in the end may help these teachers create effective and efficient learning in ESP classes.

Technology continues to grow in importance as a tool to assist teachers of foreign languages in facilitating and mediating language learning for their students. Technology is now regarded as an accepted and proven addition to the existing set of learning media. A large number of tools for a wide variety of application (viz. Internet, computer, mobile phone and audio-video) have been developed over the past decade, and both standard hardware and software have unprecedentedly become available not only to the privileged few but also to the common members of society for various purposes of learning. Diverse technology has been used in language teaching and learning, starting from the simple one, LCD projector which has immensely helped teachers in the classroom, to the now widely-used application, Edmodo. Another technological application that needs to be explored is *iSpring QuizMaker*. *iSpring QuizMaker* is an application produced by iSpring for developing learning and testing. It is not as renowned as Edmodo or other technological application yet, but it is believed that when used in classroom, *iSpring QuizMaker* offers many benefits.

METHOD

This study attempts to provide a comprehensive teaching strategy to achieve effective and efficient learning. The method of this study is based on several literature reviews available on line journals and printed books. According to John Creswell (2002) literature review relates a study to the larger on going dialog in the literature about a topic, filling in gaps and extending prior studies.

DISCUSSION

One of the programmes offers by iSpring is *iSpring QuizMaker*. *iSpring QuizMaker* allows users to create smart quizzes and surveys. It offers 23 types of questions, including multiple choice, true or false, fill in the blank, multiple response, matching, sequence, numeric, type in, multiple choice text, word bank, hotspot and survey question. This application is also

equipped with features so that it is possible to customize the appearance of a quiz as well as record and insert audio and video files, images and formulas. Kress (2010) states that teachers present their materials by adding some semiotic resources (e.g sound, graphics, images) into slides which create meaning to help learners to understand concepts being taught.

Internalizing Bloom's Taxonomy into Classroom Instructions

One of the most widely used ways of organizing levels of expertise is according to Bloom's Taxonomy. (Bloom et al., 1994; Gronlund, 1991; Krathwohl et al.,1956). Why is it necessary to use Bloom's Taxonomy in ESP classes? Followings are some considerations why Bloom's Taxonomy must be used in organizing instructions in ESP classroom:

1. Objectives (learning goals) are important to establish in a pedagogical interchange so that teachers and students alike understand the purpose of that interchange.
2. Teachers can benefit from using frameworks to organize objectives because organizing objectives helps to clarify objectives for the teachers as well as for the students.
3. Having an organized set of objectives helps teachers to plan and deliver appropriate instruction; design valid assesment task and strategies; and ensure that instruction and assessment are aligned with the objectives.

Take into account that Bloom's Taxonomy is used diligently in organizing classroom instructions, it is highly likely that the objectives of the lesson are going to be achieved. Somehow, internalizing Bloom's Taxonomy into classroom instructions sometimes can be troublesome, as teachers must come with extensive teaching techniques when doing so. *iSpring QuizMaker* provides features that may be great help for teachers to finally achieve thier goal that effective and efficient learning.

Bloom's Taxonomy divides the way people learn into three domains. One of these is the cognitive domain, which emphasizes intellectual outcomes. This domain is further divided into categories or level in order of increasing complexity. The first level in Bloom's Taxonomy is knowledge. In this level, students exhibit memory of previously learned material by recalling facts, terms, basic concepts, and asnwers. Students' behaviour can be describe through recalling or recognising information. Some activities that can be given to the students are multiple-choice test, recount facts or statistics, recall a process, rules, definition, quote law or procedure. The second level in Bloom's Taxonomy is comprehension. In this level, students understand meaning, restate data using their own words, intepret, extrapolate, and translate. Put into classroom instructions, students behaviour can be measured through activities such as making comparison, contrasting ideas, giving demonstration, interpreting, explaining, extending, illustrating, inferring, outlining, relating, rephrasing, translating,

summarizing, showing, and classifying. Some questions that can be used in this levels are What facts or ideas show ...? What is the main idea of ...? Which statements support ...? Can you explain what is happening? The next higher level, the third level, is application. In this level, students use or apply knowledge, put theory into practice, use knowledge in response to real circumstances. Students are asked to put theory into practical effect, demonstrate, solve problem, and manage an activity. Going up to next level, the fourth level, is analysis. Interpreting elements, organizational principles, structure, construction, internal relationship, and also the quality, reliability of individual components are the outcome expected from students. In reaching this objectives, students are asked to identify constituent parts and functions of a process or concept, or deconstruct a methodology or process, making qualitative assessment of elements, relationships, values and effects and also measure requirements or need. The second highest level in Bloom's Taxonomy, the fifth level, is synthesis or create. Students are expected to develop new unique structures, systems, models, approaches, ideas and have creative thinking. The activities in the classroom can be in the forms of developing plans or procedures, designing solutions, integrating methods, resources, ideas and also creating teams or new approaches, writing protocols or contingencies. Lastly, the highest level of Bloom's Taxonomy is evaluation. Students are required to assess effectiveness of whole concepts, in relation to values, output, efficacy, viability and also have critical thinking, strategic comparison and review. Classroom instructions are in the forms of reviewing strategic options or plans in terms of efficacy, return on investment or cost-effectiveness, practicability, assessing sustainability, performing SWOT analysis in relation to alternatives.

iSpring QuizMaker can be used to accommodate these levels. The 23 types of questions found in this application offer different ways of asking question ranging from the easiest to the most difficult. For the first level remembering or knowledge for example, teachers can use True or False, Multiple Choice, Multiple Response, Matching, Sequence and Type in. At the same time, teachers can also apply these questions for higher level with some adjustments and follow up instructions. Survey Question can be used for three highest levels of Bloom's Taxonomy by adjusting the level of difficulty and giving follow up instructions. The audio and video features can be used for all levels depending on the difficulty of the follow up instructions. A teacher can use a movie trailer, then asks the students to identify what they see in the movie. This is an example of using video for the first level, knowledge. The same movie trailer can be used for higher levels, for example analysis and synthesis. For these levels, the teacher may ask the students to tell the characteristics of the characters in the movie or illustrate what will happen to the characters and what is the ending of the movie. A teacher is like a chef. *iSpring QuizMaker* is like the kitchen

utensil. The ingredient might be fried, steamed, grilled or sauted, it is all in the hand of the chef. As the right and reliable kitchen utensils are already provided then it is more time and energy efficient for the chef to change the ingredients into delicious food.

Assessing Students' Performance

One of the goals of giving assessment to students is to see how well students understand concepts being taught and explore links among theory, research and practice. Assessment is also used to gain information from students' performance to make adjustment for their instruction to meet students' needs and course objectives. According to William (2011), assesment for learning refers to a wide range of practices use d by teachers to evaluate students learning process during the instructional process in order that teachers can take some action to enhance students learning (Chappuis, Stiggins, Chappuis & Arter, 2011). Shepard (2008) adds that the information gained from assessment is not an add-on instruction, but it is integrated into instructional process.

Grades are important part of the communication among teachers, students, and parents (Stiggins, 1988). Grades have two basic purposes in the classroom: to reflect the students accomplishment and to motivate students. While grades can indicate the level or rank order of students performance, there are questions about the success in serving and incentives for students to exert greater effort. Teachers always comment that not all students see grades as motivating. Grades are extrinsic motivators and are often contrasted with intrinsic motivation derived from self-determined criteria, as in learning out of interest and self-created goals.

ESP concentrates more on language in context than teaching grammar and language structure. The ESP focal point is that English is not taught as a subject separated from the students real world; instead it is integrated into a subject matter area important to the learners. ESP combines subject matter and English langauge teaching. ESP approach enhances the relevance of the students are learning and enables them to use the English know to learn more English since their interest in their field will motivate them to interact with speakers and texts. ESP assesses needs and integrates motivation, subject matter and content for the teaching of relevant skills. In planning assessment, teachers need to be aware of the variety of methods available. The most common types of assessment are: essay, short answer, multiple- choice, true-false, direct observation, oral, structured practical assessment.

iSpring QuizMaker provides almost all types of questions needed to assess students' performance. By using the 'publish' feature, students can access the set of questions prepared by the teacher on their computers. As a student finishes doing the assessment, he/she will get the grade directly. This student can show the result to the teacher by showing the result on

his/her computer or by printing out the result and giving the print out to the teacher. From the teacher's side, this is time and energy saving because they do not have to check the students' work. From the students' side, this way is satisfying because they get result of their work directly and they do not have to wait for days for the teacher to check their work.

The Implementation of *iSpring QuizMaker* in the Classroom

Empirical data to show how *iSpring QuizMaker* can successfully be used to motivate and support students to reach success was collected from the implementation of this strategy. Based on the observation, when *iSpring QuizMaker* was implemented in classroom instruction, students showed increasing enthusiasm. The class becomes more lively as every student wanted to take part in the activity. Their mistake in answering one question motivated them to do better in the next question. On the assessment, all students achieved good grades. It shows that the students had no difficulty understanding the lesson being taught.

CONCLUSION

As a new not-yet-holistically-explored application, *iSpring* offers some benefits to help create effective and efficient learning. At the same time, planning a classroom instruction will be time and energy efficient for the teachers because *iSpring QuizMaker* provides 23 types of questions ready to be explored. This application also allows teachers to apply Bloom's Taxonomy in their classroom instruction since they can create easy to difficult instructions by using all types of questions provided in this application. The audio and video feature enable teachers to create interesting and one of a kind classroom activities. The questions in *iSpring QuizMaker* can also be used to assess students' performance. Students get the grade right after they finish answering all questions. This is time and energy efficient for the teacher because they do not have to check the students' work. On the other hand, it gives the students satisfactory feeling because they can see the result of their hard work right after they finish doing their test. When implemented in the classroom, *iSpring QuizMaker* motivates the students because they show a lot of enthusiasm in following the lesson. This has led them to achieving better result in their assessment.

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COMPUTER MEDIATED RECASTS ON THE REPORTS OF ENGINEERING STUDENTS WITH LOW CONSISTENCY OF THE USE PAST TENSED VERBS

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Abstract: The study explains the impact of Ms. Word-mediated recasts on students' consistency in the use of past tensed verbs in writing recount texts (reports). Thirty students were divided into three groups; the group which received full-recast, partial recast and no recast. The recasts were given through the 'Comment' feature in Ms. Word. There were pre-test and post-test. The consistency in the use of past tense in the tests was measured by Krus-Walis to prove the hypotheses made. The result showed that there was no significant difference among the groups. However, the K-Walis ranking showed that 70% of the respondents from the group receiving full recast took the ten highest places and 90% of respondent from the group which received no recasts took the ten lowest places. The result of the research also discussed how the computer mediated feedback influenced the output modification by the respondents.

INTRODUCTION

The inconsistency in using the correct form of verb in writing report in English often becomes the problem for some of the students in my college. Those students tended to use the basic form of the verbs when they were supposed to state the actions they did in their project. The difference on Indonesian and English language system may be assumed as one of the causes resulting in the problem. This assumption is supported by Silva (1993, as quoted by Brown, 2001) who said that the use of the non-target-like pattern by students is commonly caused by the differences on the L1 and L2 language system. Unlike English verbs whose form change due to

the tenses used, the form of the verbs in Indonesia remains the same when the verbs are used to express the action done both in present and past tense.

Giving corrective feedbacks may be one of the ways to help the students to improve their consistency in using the correct form. Some studies have proved that corrective feedbacks have been effective to help students to develop their L2 writing skills (Chandler, 2003; Bitchener, 2005; Sheen, Wright & Moldawa, 2009). Corrective feedbacks have been used in language learning practices in writing class and are considered beneficial for students considered low proficiency if the errors corrected are focused (Lee, 2013). Its uses mediated by computer have been recently reported by several studies to be effective in helping the learners in the class (AbuSeileek & Abualsha'r, 2014; Tafazoli, Nosrätzade & Hosseini, 2014; Rashidi & Babaie, 2013). Heift and Schulze (2015) traced back that the study of the computer mediated language learning, known for CALL, had many studies aiming at grammar checking for error detection between 1978 and 2000s. It showed that the corrective feedback and the machine as the medium for the learner and teacher interact or as the actors (machine learning) has been long time initiated.

One of the corrective feedbacks recently researched to be proven effective in improving the L2 learners' writing skill is recasts. Recasts are the reformulation of the errors on somebody's language use by providing the correct form of the error ones. Sheen (in Ellis and Sheen, 2006) defines recasts as the teachers' reformulation on the whole or some parts of the students' expressions consisting minimum an error on form in the classes that use communicative activities. Some scholars define recasts based on its types. Farrar (1992, as cited by Ellis and Sheen, 2006) found two types of recasts; corrective and non-corrective recasts. The former type is aimed to correct the errors while the latter is given as the L2 model. Ellis and Sheen themselves mentioned two types of recasts; full and partial recasts. On full recasts, the teachers give a reformulation towards the whole expression(s) which contains some error(s), while on partial recasts they merely reformulate some particular part(s) that contain the error(s). That commonly recasts are used in speaking classes, nowadays some studies have proven that that this kind of feedback was also effective to be used in teaching writing (Han, 2002; Javadi dan Mohammadi, 2009, Voit, 2009, Maftoon, Shirazi, dan Daftarifard, 2011). Some other studies also examined the effectiveness of computer mediated recast in language class (AbuSeileek & Abualsha'r, 2014; Rashidi & Babaie, 2013).

To check whether the corrective feedback given has affected the students' linguistic development, the teachers can evaluate the effect through the students' modification on their output. Some studies tried to relate the language learners' modified output with their linguistic development (e.g. Ogino, 2008; Rassaei, Moinzadeh, dan Youhannaee, 2012; Gurzynski- Weiss & Baralt, 2015). Concerning to the corrective feedback, there are some types of modified output. Lyster and Ranta (1997, as cited by Rassaei, et al, 2012) called some of them as uptake with repair which can be either in successful or unsuccessful repair, while Ogino (2008)

called the modification as modified output with target-like pattern and modified output with non target-like pattern.

The use of the non target-like patterns by students I have mentioned above results in the inconsistency in the use of past form in my students' recount text. To make the students become more consistent in the use of past form when they write recount text can be done by making them to minimize the use of the non target-like patterns in past form. This research is aimed to explore the effectiveness of recasts in overcoming the problem. A hybrid of quantitative and qualitative method was used to answer the following questions raised concerning to the aim of this experimental research.

1. Do the students receiving recast have more accuracy than those who do not receive any feedback? Is there one specific kind of recast more effective in improving the students' accuracy than the other one? The writer proposes two hypotheses relating to the questions, namely:

H_0 = There is no significant difference among the group who receive full recast, partial recast, and no recast.

H_1 = There is significant t difference among the group who receive full recast, partial recast, and no recast

2. How is the modified output of the students reflected in their writing after receiving the recasts?

METHOD

This study used hybrid method to explore the effectiveness of recasts to 30 Indonesian college students in a one of tertiary institutions in West Java province. There were 30 students from three different classes that were divided into three groups. The students were the ten students with the lowest accuracy in their recount text. The information was taken from the pre-test that was actually conducted by 83 students. The first and the second group received recast as the feedback in their writing while the third group received simple complimentary feedback in their writing. The students had to write their report in the computer using Ms. Word and the teacher gave the feedback for the first two groups using Comment feature owned by the software. The comments written were the recasts.

To limit the interference from the explicit instruction on the past form, the researcher only taught the topics that did not relate with the past form. That made the research beable to be conducted in 13 meetings. The topics with past form were taught after the research was conducted. From those 13 meetings, 2 meetings were used to take the data of pre-test and post-test, whereas 10 meetings were used for taking the students' journal entries and doing stimulated recall. The data in the research was taken from four instruments, namely tests and the students' reports.

The researcher gave the students two tests; pre-test and post-test. The tests were taken in the purpose of to select the respondents and see the effect of the treatment on the selected respondents. In the pre-test, the students were given a set of instruction in which they have to write a report. The 10 students of each class whose scores were the lowest were selected to be the

respondents. The post-test was also in similar form. The reports the students made during the treatment were based on the video the researcher gave to them.

Referring to the definition of full and partial recasts by Ellis and Sheen (2006), this research limited the full recast as the full formulation towards the inconsistency use of past-tensed verb(s) by the students in a form of complete clause, while partial recast is a formulation towards the inconsistency use of past-tensed verb(s) in a form of the verb phrase for every tensed verb(s) of the clause appeared. This limitation referred to the unit of clause since tensed verbs are to be found in all clauses (Collin and Hollo, 2000). The followings are the examples of the recasts given in the research.

Student A : The writer click the button X
Teacher : The writer clicked the button X (*full recast*)

Student A : The writer click the button X
Teacher : clicked (*partial recast*)

To answer the first research question, the students' pre-tests and post-tests were measured. The consistency in this research referred to the accuracy of the students in using the past tensed verbs. The measurement on the students' consistency was made using the formula build based on the definitions of what accuracy is in the previous research (Ogino, 2008) which defined that accuracy was the number of the correct targeted form of the total targeted forms produced. To identify the targeted form(s) produced was correct, this research consulted to the explanation of past tensed verbs by Collins and Hollo (2000). Here is the formula designed:

$$K = (N_t / N_v) \times 100$$

(1)

K= consistency; N_t = the number of past tensed verbs in target-like patterns; N_v = the total number of past tensed verbs appeared in the entry.

Concerning to the measurement of the students' consistency in the use of past tensed verbs in the journal entry, there were two raters whose reliability in measuring the data was examined using the formula of Product Moment Correlation. The results of the pre-tests and the post-tests were analyzed statistically by Krus-Walis Measurement to decide which of the hypotheses made accepted. While to answer the second question, the reformulation found in the students' writing were evaluated. There were four kinds of the students' reformulation identified: modification with target-like pattern, modification with non-target-like pattern, repetition.

FINDINGS & DISCUSSION

To determine which hypotheses proposed was accepted, the results of the pre-test and the post-test after being measured by the accuracy measurement with reliability between two raters 1 using Correlation Pearson Product Moment were evaluated using KrusWalis. H can be inferred with the distribution value of Chi-Square with $df=2$ ($df=3$ (groups)- 1). If H exceeds 3.84146 then H_0 is refused. During its analysis, each group was put

in its ranking based on each respondent's interval score of pre-tests and post-tests (Devian). The following is the K-Wallis ranking of the three groups. The ranking was converted into the value of X_i which was used to calculate the value of the hypotheses. The calculation of X_i value found that $H= 2,285714$. It means that the H_0 was accepted and showed that the three groups had no significant different in the consistency improvement.

The analysis also showed that 70% respondent of group receiving full recast took the ten highest place and 30% of others in the same place was taken by the respondents from group receiving partial recast. While there was 90% of respondent from the group receiving no recast and feedback took the ten lowest rank. The following table shows the K-Wallis ranking of the three groups.

Table 1. K-Walis rank of the thirty respondents

Responden	Ranking	Responden	Rangking
KrusWalis		KrusWalis	
A5	1	B5	17
A10	2	B10	19
A8	3	B2	20
A3	4	C5	20
B9	5	C7	22
A4	6	B6	22
B8	7	C3	24
A6	8	C4	25
B4	9	C1	27.5
A1	10.5	C6	27.5
B1	10.5	C7	27.5
B13	13	C8	27.5
A2	15	C9	27.5
B7	15	C10	27.5
A7	17	C2	32

The recasts given influenced the reformulation of the respondents towards the past-tensed verbs they used in their writing. One case can be written here is the case of the verb "click" in which the thirty respondents used in their first report. The respondents in full recast group tended to modify the use of the verb into the target-like pattern "clicked" right after the first full recasts given. On the next reports, they consistently did a repetition with target-like pattern. It means the recast given influenced their use of the verb "click" in their writing.

It is similar to the full recast group, the partial recast group also modified their use of the related verb into the target-like pattern. However, 60% of them did the formulation with the target-like pattern after the fourth or the fifth recasts, not the very first one like the respondents in full recast group.

Unlike both of the first two groups, 80% of respondents in the group with no recasts did repetition with non-target-like pattern towards the

reformulation of the related verb. 20% of them used that with the target-like pattern since their first use.

The tendency of the reformulation also occurred to other uses of past-tensed verbs. Based on the qualitative analysis, the respondents in the groups that received recasts modified their use of vocabularies more to be target-like pattern instead of those in the group which had no recasts. Regarding to the level of effectiveness between the two types of recasts given, the students in the full recast group tended to modify their non-target-like form of output to the target-like form earlier than those in partial recast group. This finding is also supported by the quantitative findings showing that most students in the full recast groups placed higher ranks than those in the partial recast group.

CONCLUSION

The Null Hypotheses stating that there were no significant difference between the full recast group, partial recast group and no recasts group was accepted. However, the detail K-Wallis rank and analysis on the respondents' reformulation towards the past-tensed verbs showed that the respondents receiving computer mediated full recast improved better than the other two groups. Regarding to which kind of recasts between full recasts and partial recasts worked more effective, the data results showed that full recasts worked more effective than the partial recasts. One further note for this research is that the modified output of the students towards receiving the recasts should be examined further by relating the findings to the students' level of noticing (Schmidt, 1990; 1995; as cited in 2010) since this research currently focused merely on the modified output reflected in the writing of the students.

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THE IMPLEMENTATION OF ICT TRAINING FOR PRE-SERVICE TEACHERS AS THE FOUNDATION SKILL IN INTEGRATING TECHNOLOGY IN ELT LESSON PLAN

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Abstract: This paper is a case study research which presents data about the implementation of ICT- training for pre-service teachers' in English Language Education Department, Islamic University of Indonesia. The objective of this research is to show that ICT (Information Communication and Technology) training is important for pre-service teachers as one of the foundation skills in designing ICT-based lesson plan in digital era. The research was conducted from September 2016 until December 2016 with 35 pre-service teachers as participants. The discussion presents three data; a) the analysis of pre-service teachers' skill prior ICT training ; b) the observation notes during ICT training c) the analysis of pre-service teachers' lesson plan design after ICT training. After one semester of ICT trainings, the data analysis shows that pre-service teachers are able to present strong integration between ELT dan ICT. This result indicates that ICT training can be one of new training format for pre-service teachers prior their professional development as in service teachers.

Keywords: ICT training, Pre-service teachers, Technology integration into ELT

INTRODUCTION

The integration of technology changes the atmosphere of learning because it provides more media for students to master theories or concepts. However, providing students with sufficient tools is not the final goal of technology integration but maximizing the tools to enhance learning. As the impact, teachers need to improve pedagogical skill in terms of combining learning objective, method, material and media. In contrast, building ICT (Information Communication and Technology) skill in pedagogy could be time consuming thus it is important for teachers to build ICT skill during their study as pre-service teachers. Several projects about ICT training for pre-service teachers have been conducted in some institutions, for example,

a research from Kalpana Kharade and Hema Peese (2014) that discussed about “Problem-based learning as a promising pathway for empowering pre-service teachers for ICT-mediated language learning”. In their research, they provided TPACK (Technological Pedagogical Content Knowledge) training for pre-service teachers. The result showed that TPACK training could facilitate students’ learning to master technology integration. Another interesting research is about “Learning to teach online: What works for pre-service teachers” (Duncan&Barnett, 2009). They proposed an opinion that pre-service teachers need to build competency in teaching online class because it is a part of new demand in 21st century. Therefore, they provided training for pre-service teachers in teaching online in one semester. They highlighted some progress of the pre-service teachers based on social constructivism theory. The result showed that pre-service teachers experienced meaningful learning process about motivation, time management, skills, commitment, reciprocity during collaborative activities.

Based on the research examples above, ICT training supports pre-service teachers to build their competency in integrating technology into learning in a structured framework. English Language Education Department in Islamic University of Indonesia, Yogyakarta is one of the English Education Departments that provides several basic ICT courses for pre-service English teachers as the foundation skill in integrating technology into ELT (English Language Teaching), for instance: a) ICT in Education course in semester 1 (2 credits); b) Digital Literacy course in semester 2 (2 credits); c) Game-Based Language Learning course in semester 3 (4 credits) and d) Learning, Media and Technology (4 credits) in semester 4. Most of the courses are designed based on training formats which include the combination of theory and practice. However, not all English Education department develops curriculum based on ICT integration thus the paper would like to give a case study as one of references in implementing ICT training for pre-service teachers. Furthermore, this paper discusses about ICT training in Game-Based Language Learning course. This course provides training for pre-service English teachers in integrating games as a media to design ELT lesson plan. Based on the observation conducted from September 2016 until November 2016, most students were not able to present strong rationale of using games for ELT. They could not find the framework to design lesson plan. To solve the problem, ICT training was set to build their skill in integrating games into ELT lesson plan design.

In a perspective of game-based learning, integrating games into learning needs to consider game structure and activities of players because interaction during the game is the key factor. Interaction is “a crucial bridge to bring games into learning” (Baek, 2010). In line with the concept, Aldrich (2009) also highlights interactivity level as a part of using games for learning. However, the focus of these two opinions are on digital games. In contrary, all students in game-based language learning course designed

classroom games or offline games for their lesson plan. To facilitate students' choice, the design of game-based lesson plan use the perspective of instructional technology system. Newby (2000) states that "instructional technology for teaching and learning will show you how to increase learning by designing lessons that use instructional technology, including computers and other media". Instructional technology perspective is appropriate for this research because it covers all kinds of media. Newby (2000) also propose steps in designing ICT-based lesson plan that involve PIE model. This model is the combination of *Planning, Implementation and Evaluation*. However, this research choose ASSURE model, proposed by Smaldino et.all (2005) because it breaks down the steps into more detailed procedures. ASSURE model steps are *Analyze learners, State Objectives, Select method, media and material, Utilize media and material, Require learner participation, Evaluate and Revise*. In line with this model, The ICT training included several steps such as analyze learners, state learning objective, categorize the level of game's interactivity in ELT, selecting games and providing all materials and tools.

METHOD

This paper was based on a case study research in at English Language Education Department, Islamic University of Indonesia. This research design was chosen because the implementation of ICT training for each English Education Department must be varied based on the curriculum of the department. One format of ICT training in certain department might not be effective for another English Education Department. This case study was only one of the references to be considered as ICT training format for pre-service English teachers. By conducting case study research, it is expected to explore several implications from the result to evaluate the training for further research. This aim is linear with Creswell (2007) who states "Case study is explores a bounded system (a case), multiple bounded system (cases) over time, through detailed, in-depth data collection involving multiple resources of information (observation, interviews, audiovisual material, and document and report".

The research took place in Game-based Language Learning course with 35 students as the population. There were 5 students who were chosen randomly as research samples. This research research involved of several steps such as:

1. Analyzing pre-service teachers' skill prior ICT training based on their mid test result.
2. Conducting ICT training for several meeting which include materials about how to analyze learners, state learning objective, categorize the level of game's interactivity in ELT, selecting games, providing all materials and tools and evaluating lesson plan design.

3. Analyzing pre-service teachers' lesson plan design after ICT training based on their final project work.

The analysis of students' work in step one and three was based on indicator from ASSURE (Analyze Learner, State Objective, Select Method, Material dan Media, Utiliza Material dan Media, Require Learner Participation and Evaluate Material dan Media) model (Smaldino, et.al, 2005). However, the analysis of students' work did not involve all indicators of ASSURE since students were assigned to design lesson plan without teaching practice thus the analysis of the works involved A (Analyze learners), S (State objective) and S (Select method, material dan media).

DISCUSSION

The analysis of pre-service teachers' skill prior ICT training

The first finding of the research was the analysis of students' lesson plan draft by using A (Analyze learners), S (State objective) and S (Select method, material dan media) model from Smaldino et.al (2005). The analysis was conducted to identify students' prior knowledge before trainings. In this stage, the students were asked to design the general idea of their lesson plan. They should choose the name of the game, the rationale of choosing the game, the objective of the game, general references and how to integrate the game into learning.

Analyze Learners

Based on 5 sample of lesson plan drafts, there was only 2 student who could present clear background of the learners. Meanwhile, 3 students focused directly to learning objective without presenting strong connection between games and learners' condition. The description in table 1 below were students' explanation about game selection.

Table 1. Students' lesson plan draft in analyzing learner

Respondent	Analyze Learner
Student 1	"I choose offline games "vocabulary games" but <i>I modified the games</i> became "vocabulary and verb games" <i>because the students are upper level</i> and the students need the vocabulary about verb to make a sentence".
Student 2	"I think the game is easy to play"
Student 3	"Usually, <i>the students shy to speak English</i> with their friends or teachers. The teacher hope, because of using this game, <i>the students can more active in speaking without feeling shy</i> ".
Student 4	"Students will understand how to communicate clearly and helpfully"
Student 5	"The game stimulates the working of the students' brain in memorizing" "The game helps the students in describing object, place or someone"

State Objective

Based on the draft, there were only two students who could present learning objective clearly. Meanwhile, the other objectives were too general because the objectives did not emphasize on specific skill. Table 2 below presents the explanation of students about their learning objective.

Table 2. Students' lesson plan draft in stating learning objective

Respondent	State Objective
Student 1	<i>Students are able to make sentence by using vocabulary and verb</i>
Student 2	Students are able to speak
Student 3	<i>Students are able to describe a picture by using English</i>
Student 4	"Students will understand how to communicate clearly and helpfully"
Student 5	"The game stimulates the working of the students' brain in memorizing" "The game helps the students in describing object, place or someone"

Select method, material and media

In this stage, students did not mention any method for their lesson plan. Meanwhile, there only one student who mentioned material resources and all students mentioned the media for learning. Thus, students only focused in preparing the media without considering how to utilize the media and material into learning. The data below is the recapitulation of students' design.

Table 3. Students' lesson plan draft in selecting method, material and media

Respondent	Method	Material	Media
Student 1	Not mentioned	Not mentioned	Paper, picture and dictionary (Vocabulary Games)
Student 2	Not mentioned	Not mentioned	Picture (Speaking Games/Describing picture)
Student 3	Not mentioned	Not mentioned	Picture (Speaking Games/Tour and Tell)
Student 4	Not mentioned	Not mentioned	Paper, picture and dictionary (Speaking Games/Giving instruction)
Student 5	Not mentioned	Teacher modifies the content of the games from handbook	colorful picture, projector, laptop/pc (Speaking Games/Describing and memorizing)

The observation notes during ICT training

ICT training involved theory and practices about how to integrate games into English Language Teaching (ELT) such as:

Table 4. ICT Training Agenda

Content	Activities	Category
Rationale of using games in learning	The students had series of collaborative activities to discuss the rationale of using games in learning. They had opportunity to discuss it offline and online. The objective of the discussion was to build their awareness that choosing games for learning should be objective based on students' characters and needs.	Theory
Games and Language Learning	The students presented their understanding about games used by teachers in language learning. The aim of this activity was exploring many example of games for ELT and described how to use the games in learning.	Theory and Practice
Design games for language learning	The students designed their own lesson plan for teaching English by using games. The aim of this activity was to experience individually the process of building the design from scratch.	Practice

During the training, students showed interest on the topic because they built their competency collaboratively from theory to practice. It gave them a chance to share their opinion among other group member. However, all students chose to integrate offline games into ELT for classroom activity. There was no student who used online games or digital games in their design. In fact, Game-based Language Learning course actually gave opportunity for students to learn both offline and online games. Based on the discussion among students, they did not choose digital and online games because it was easier to prepare media for classroom games than digital or online games. To build their motivation in using digital and online games, the training offered recommendation for them to use computer-based media or application to support the games. As the result, some students integrated power point presentation application to display some pictures during the game.

The analysis of pre-service teachers' lesson plan after ICT training

Analyze Learners

Previous data in table 1 showed that respondent 2, 4, dan 5 could not present clear description about learners because they explained more about the game without considering learners' background. After ICT training, they demonstrated progress in describing learners' need. Table 5 below shows the differences of their answer before and after training.

Table 5. Students' competency in analyzing learners after ICT training

Respondent	Before Training	After Training
Student 2	"I think the game is easy to play"	"The game is suitable for students whom are <u>less capable in speaking skill</u> . Although students are good enough to understand English text, <u>some of them are still difficult to speak in English</u> . It can be seen from <u>the average of speaking grade is lower than other skill</u> "
Student 4	"Students wil understand how to communicate clearly and helpfully"	"This game can improve students' ability dramatically. However, it can be changed depend on the students' ability".
Student 5	"The game stimulates the working of the students' brain in memorizing" "The game helps the students in describing object, place or someone"	"The majority of the students' characteristics are <u>kinetic and audivisual</u> . They are also <u>familiar with Microsoft power point and projector</u> and <u>most of the students learn English in some English courses</u> ".

State Objective

In previous data in table 2, student 2,4 and 5 could not present clear learning objective. Unfortunately, they still had difficulty in stating clear objective. Student 2 and 5 had sufficient direction to represent speaking activity but student 4 still had general objective.

Table 6. Student's competency in stating objectives after ICT training

Respondent	Before Training	After Training
Student 2	Students are able to speak	"Students are able to make conversation"
Student 4	"Students will understand how to communicate clearly and helpfully"	"Students may be able to understand a new concept or idea, take on a different perspective, or experiment with different options or variables"
Student 5	"The game stimulates the working of the students' brain in memorizing" "The game helps the students in describing object, place or someone"	"Students are able to speak up what they are remembering or thinking. At least the students can mention a word for an object, place or even thing".

Select method, material and media

In terms of selecting method, there were only two students who improved their lesson plan by mentioning the method. Meanwhile, other respondents did not mention any method. This condition is acceptable as the result because students did not demonstrate the lesson plan in a teaching practice during the course. The aim of the project was design game-based

ELT lesson plan. However, they were actually expected to still mention the method as a part of teaching simulation for their plan. In case of selecting material and media, all students were able to mention the references for their design after the training.

Table 8. Students' competency in selecting method, material and media

Respondent	Before Training	After Training
Student 1	Method : Not mentioned Material : Not mentioned Media : Paper, picture and dictionary (Vocabulary Games)	Method : Not mentioned Material : Not mentioned Media : Paper, picture and dictionary (Vocabulary Games)
Student 2	Method : Not mentioned Material : Not mentioned Media : Picture (Speaking Games/Describing picture)	Method : Collaborative learning (Pair and Share activity) Material : http://id.pinterest.com Media : Picture (Speaking Games/Describing picture)
Student 3	Method : Not mentioned Material : Not mentioned Media : Picture (Speaking Games/Tour and Tell)	Method : Collaborative learning (Pair and Share activity) Material : http://laurapickens.wordpress.com Media : Picture (Speaking Games/Tour and Tell)
Student 4	Method : Not mentioned Material : Not mentioned Media : Paper, picture and dictionary (Speaking Games/Giving instruction)	Method : Not mentioned Material : Allerton, Primary School and School Linking. (2015). Mini Identity Book Planning retrieved from http://schoolslinking.org Media : Paper, picture and dictionary (Speaking Games/Giving instruction)
Student 5	Method : Not mentioned Material : Teacher modifies the content of the games from handbook Media : colorful picture, projector, laptop/pc (Speaking Games/Describing and memorizing)	Method : Not mentioned Material : English handbook for grade X Media : colorful picture, projector, laptop/pc (Speaking Games/Describing and memorizing)

Based on all research findings, it is assumed that selecting media is the first consideration that comes to students' concept because all students can select one media to integrate the game. They also have sufficient competency in connecting students' characteristics with the games and select appropriate material for learners. Unfortunately, they are not be able to connect specific learning objective that match with learners' background, material and media. This condition gives impact on difficulty in choosing the right method. As the result, their lesson plan is not strong enough to be used as game-based ELT lesson plan. If they use this lesson plan in practice,

they will have difficulty in assessing learner' competency at the end of the lesson because there will be weak connection among learning objective, method, media and material. In sum, pre-service teachers need to improve their competency in mastering the level of competency based on required curriculum.

CONCLUSION

Integrating ICT skill in pedagogy is a complex learning process for teachers because it involves the process of building one set of instructional system. The most challenging factor in building the skill is finding the effective connection among learners' background, learning objective, method, media and material. Some teachers may be able to present the description of learners' characteristics but they may be failed in utilizing media that fits with learners' background. Based on this condition, finding effective ICT training for pre-service teachers can be a promising field for further research as an effort to enhance their competency in designing ICT-based lesson plan.

BIODATA

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DEVELOPING WEB BLOG-BASED DIRECT INSTRUCTION MODEL IN CURRICULUM AND MATERIALS DEVELOPMENT COURSE: A NEEDS ANALYSIS

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Abstract: The present paper addresses the results of needs analysis in the development of Web Blog-Based Direct Instruction Model to boost university students' higher-order thinking skills as outlined in the Curriculum and Materials Development course. The needs analysis is the first stage in this research and development using ADDIE model of development by Dick and Carey (2001). Eighty students taking the course in the 2015-2016 academic year participated in responding to the questionnaires extended to them at the beginning of the semester. There were forty-five questions to be answered covering: , among others, the purpose of taking the course, the model, method, materials, media, evaluation of teaching-learning activities, the level of difficulties in materials content, assignment, teacher-student interaction, curricular and extra-curricular activities. The results revealed that the students needed to perceive the philosophy and the basic principles of curriculum development, to deeply review and apply the stages of curriculum development. They preferred multimedia-based instructional materials related to work fields, Direct Instruction model, group assignment and evaluation. They expected conducive academic atmosphere not only in curricular activities, but also in extra-curricular ones. They appreciated more interactions between them and the lecturers both inside and outside the classroom. These findings provided beneficial insights to develop Web Blog-Based Direct Instruction Model in Curriculum and Materials Development course.

INTRODUCTION

Background of the Study

Information and Communication Technologies (ICT) have been embraced by the field of second language teaching and learning to help prospective teachers contribute to effective use of educational technology and improve their ICT skills. One of them is the in-tegration and use of a webblogs. As both educational and communication tools, blogs have the potential and are beneficial for effective second language teacher education (Angelaina & Jimoyiannis, 2012, p. 167).

The research by Makri and Kynigos (2007) dealt with the usefulness of blogs as communication and/or cognitive tools for a specific discipline, i.e. the discourse and social practices of Mathematics. The results revealed that blogs constituted a success-ful online educational environment, in terms of social presence, cognitive presence and teaching presence.

Blogs as a Web-mediated instruction can be used in combination with other learning models. They can also be linked and connected to foster the develop-ment of a highly interactive framework (Blanken-ship, 2007) in a variety of settings (Brennan, 2013), including Direct Instruction. Engelmann and Becker developed Direct Instruction at the University of Illinois in the 1960s. It was further developed by Engelmann, Carnine, Gossen, Kameenui, Silbert, and others at the University of Oregon. (Heward, 2000).The Direct Instruction Approach provides quality instruction best when students are placed in a curriculum based on an assessment of prerequisites and when enough time is provided for mastery of content knowledge and skills (Huitt, Monetti, & Hummel, 2009). Direct Instruction may be combined with Educational Blogs as collaborative tools for supporting students' active learning.

This mixed learning model can be applied in a higher education context, for instance, to the Curri-culum and Materials Development course for stu-dents of English Language Education Department in preparing the students as prospective teachers for their profession and improving their ICT skills (Okan & Taraf, 2013). In addition, the model has the ability of improving “the students’ basic skills, cognitive skills (higher order thinking) and affective gains (self-esteem)” (Meyer, Gersten, & Gutkin, 1983; Lindsay, 2014, p. 9).By using the model, lecturers have a framework available to them that allows them to scaffold teaching higher order thinking skills in a structured way. In the course, lecturers should not only teach the language and concepts but also tell students what they are doing and why higher-order thinking skills are necessary for them to problem-solve at school and in life (Collins, 2014).

The Web Blog-Based Direct Instruction Model includes Web 2.0 applications. Wikis, social net-working, social bookmarking, media sharing, pod-casting are some examples. It has “a number of affordances that provide multiple opportunities for shared content and resources, self-directed

learning, collaborative learning, ubiquitous and lifelong learning. The socially based technologies of the Web 2.0 have the potential to offer enhanced learning opportunities and support students' participation in effective task-oriented personal learning, since it develops students' engagement, communication, interaction, collaboration, and collective intelligence”(Angelaina & Jimoyiannis, 2012, p. 73).

The curriculum and instructional materials play a key role in language education since they are essential parts of the learning and teaching processes. In traditional classroom settings, the materials are mainly text-based and static. However, in online education such as blogging, interactive materials can be developed for creating better learning opportunities. The materials developed for the course are in accordance with the curriculum. They include planned and unplanned concept, content, skills, work habits, means of assessment, attitudes and instructional strategies taught in the classroom and the variety of school activities in and out of class that influence present and future academic, social, emotional and physical growth of students. The main factors involved in materials development, i.e. pro-gram, teacher, learner, content, and pedagogical factors are taken into consideration as well (Rashidi & Safari, 2011).

Purpose of the Study

The purpose of this paper is to report the results of needs analysis in the development of Web Blog-Based Direct Instruction Model and its instructional materials to boost university students' higher order thinking skills as outlined in the Curriculum and Materials Development Course. A research and development of the above mentioned instruction model will be conducted, and as a preliminary step a needs analysis has been conducted to investigate the students' expectations of the type of instruction model and materials they prefer to experience in the course of Curriculum and Materials Development. Their insights were needed whether Web Blog-Based Direct Instruction Model following ADDIE model of development (Analysis, Design, Development or Production, Implementation or Delivery and Evaluation) by Dick and Carey (2001), would favor their needs. This is in accordance with Richards (2001, p.51) who states:”One of the basic assumptions of curriculum development is that a sound educational program should be based on an analysis of learners' needs.” The following parts exemplify the rationales of the type of the given instructional model chosen to be developed.

BLOG-BASED DIRECT INSTRUCTION IN CURRICULUM & MATERIALS DEVELOPMENT COURSE

Blog-based Direct Instruction model

Blogs in general are “public online spaces for practitioners to publish their work and ideas, and for readers to write their comments and opinions freely. They can create a virtual community where teachers are involved in discussion of teaching tips, reflection on and inquire about their own practices.” Blogs can serve as a convenient tool in helping English as a Foreign Language (EFL) students to be better prepared for their future profession as well (Okan & Taraf, 2013, p. 282). They proved to be useful in ensuring optimum development of students’ reading academic writing skills as indicated by the research results by Blankenship (2007), Cequena (2015), and Chen (2015).

In general, Direct Instruction models advocate that essential content should be exposed to students via an active presentation of information. Teachers should provide a clear organization of the presentation with a step-by-step progression from subtopic to subtopic based on task analyses (Bloom, 1971 & Rossenshine, 1995, as cited in Huitt, Monetti, & Hummel (2009). There are ways to incorporate Direct Instruction in an online format. Direct Instruction can be utilized to present new material, guide students through the learning process using constructive feedback, and allow space for students to feel part of a larger community of learners as they work in collaboration with peers to demonstrate their understanding (Bronkey, 2015). Thus, the Direct Instruction may be combined with Educational Blogs as collaborative tools for supporting students' active learning.

This combination model proposes four categories of events of instruction: (a) presentation, (b) practice, (c) assessment and evaluation, and (d) monitoring and feedback. Presentation, practice, and assessment/evaluation are done in a somewhat linear fashion, with monitoring and feedback occurring throughout the lesson following the model by Huitt, Monetti, and Hummel (2009).

The presentation phase of the Direct Instruction model is comprised of: (1) review of previous material and/or prerequisite skills, (2) a statement of the specific knowledge or skills to be learned, (3) a statement or experience that provides students with reason or explanation of why these particular objectives are important, (4) a clear, active explanation of the knowledge or skills to be learned, and (5) multiple opportunities for students to demonstrate their initial understandings in response to lecturer inquiries. The practice phase included (6) guided practice under the teacher’s direct and immediate supervision, (7) independent practice where the student is working on his or her own, and (8) periodic re-view (often incorporated daily in guided and independent practice) whereby students are utilizing previously learned content or skills. There are two instructional events in the

assessment and evaluation phase of the direct instruction model. They are (9) collecting data on a daily basis to make judgments of student success, and (10) collecting data on longer intervals such as weekly, biweekly, monthly, etc. For the monitoring and feedback, There are two important instructional events that should occur throughout the lesson including (11) providing cues and prompts, and (12) providing corrective feedback and reinforcement. (Huitt, Monetti, and Hummel, 2009).

In summary, the blog-based direct instruction has teachers actively present new content or skills to students, covering small amounts of material in an organized, step-by-step manner, having them practice that and provide corrective feedback and reinforcement continuously throughout the lesson. Summative evaluations match the content, form, and standards of those who will audit classroom learning.

Curriculum and Materials Development Course

The previously-mentioned Curriculum and Materials Development course is intended to develop students' ability to develop curriculum/standard content, syllabus, and teaching materials, and select and apply the latest English learning methods in an appropriate context as well as developing their character.

At the end of this course the students thus had knowledge and adequate skills in developing curriculum/standard content, syllabus, as well as teaching materials and selecting and applying current English learning methods in accordance with the context of learning. The students were involved in discussions on (1) the basic concepts, components, management, models and approaches, of curriculum, (2) the school-based curriculum, (3) the development, models, assessment of the 2013 Curriculum, (4), the basic concepts, procedure of development and presentation of, resources of the instructional materials, ICT-based learning materials, and (5) instructional materials.

METHOD

Design

This needs analysis was the first stage of the whole research and development (R & D). The R & D of Direct Instruction model is based on the development model of Analysis, Design, Development, Implementation, and Evaluation (ADDIE) from Dick and Carrey (2001) and equipped with a model by Borg & Gall (1989). Each phase of the model is made up of different procedural steps. They are needs analysis, learner analysis, context analysis, and content analysis. The output of the analysis phase is learning objectives, which serve as the input to the design phase. The needs analysis thus supported the identification of learning objectives in the analysis of desanalysis design.

Ethical consideration and participants

There were eighty students as pre-service teachers in the academic year 2015/2016 taking part in this study. They took the Curriculum and Materials Development course in the first semester and were di-vided into two classes taken at random.

For the ethical issues, the subjects received the full disclosure of the nature of the study, the risks, and the benefits, with an extended opportunity to ask questions. In this instance, the participants in the study were entirely voluntary and fully informed about the objectives of the study. Furthermore, they were assured that identifying information would not be made available to anyone who was not directly involved in the study. They would remain anonymous throughout the study, even to the researchers themselves.

Data collection and analysis

A needs analysis questionnaire used for the study was administered to 80 students of the English Language Education Department. The questionnaire was completed by two classes of students. They were asked to select options relevant to their needs. It gathered information from the students regarding the needs analysis, learner analysis, context analysis, and content analysis all of which would result in the formulation of the learning objectives.

RESULTS AND DISCUSSION

The results of the needs assessment to support the identification of learning objectives in the Analysis design are summarized in Table 1.

Table 1: The Students' NeedsAssessment

Students'Needs	%
1. Understanding the philosophy, concepts, and basics of curriculum development	40
2. Analyzing various strategies and models for curriculum development	20
3. Analyzing stages of curriculum development (planning, implementation, evaluation)	40
4. Analyzing current issues of curriculum implementation	0
5. Using Direct Instruction	55
6. Using Discussion	30
7. Using Question & Answer	7.5
8. Using Tutorial	7.5
9. Topic for discussion: Basic concepts of curriculum	13
10. Topic for discussion: Meaning and aspects related to curriculum development	0
11. Topic for discussion: Types of curriculum design and development	50
12. Topic for discussion: Strategies for curriculum development	37
13. Internet-based media: Google	85

14. Internet-based media: Edmodo	0
15. Internet-based media: E-mails	5
16. Internet-based media: Social Media (Whatapps, Facebook, etc.)	10
17. Assessment form: writing papers for presentation in class discussions	70
18. Assessment form: book/chapter report	10
19. Assessment form: analysis and evaluation of curriculum	0
20. Assessment form: an objective test to measure the understanding of the material being discussed	20
21. Interested in using multimedia-based teaching tools	70
22. Multimedia-based teaching tools which use visualization displays in each lesson	14
23. Multimedia-based teaching tools which are more and describe in more detail in each lesson	28
24. Multimedia-based teaching tools which describe the material with writing, images and sounds	48
25. Multimedia-based teaching tools featuring links to the Internet to get the source of knowledge that can enrich the material	10
26. Material Content: as it is in the textbook	20
27. Material Content: more numerous and widespread of which is in the textbook	23
28. Material Content: relevant to what is described by the lecturer	0
29. Material Content: in accordance with the students' needs	57
30. Level of Difficulty: The material uses a brief but clear language that is easy to understand	62
31. Level of Difficulty: The material which develops high-level thinking skills	20
32. Level of Difficulty: The material which is related to each other and integrated	8
33. Level of Difficulty: The material which is inter-disciplinary	10
34. Using printed textbooks	15
35. Using E-books	10
36. Using course books	25
37. Using modules	50
38. Using group work assignment	4
39. Using individual work assignment	20
40. Using lecturer-student interaction outside class	76
41. The material relates to the world of work in the future	0
42. Conducting activities within and outside the learning process, which is carried out both inside and outside the classroom, to create a conducive academic atmosphere	64
43. Having more in the nature of practice and self-study	11
44. Using more concrete examples such as animation and video to enhance student understanding	0
45. using instructional media in accordance with the characteristics of students and in accordance with the development of science and technology	25

Based on the findings illustrated in Table 1, that the respondents supplied answers to the questions. The responses were then utilized to plan effectively, identify priorities, make decisions and solve problems in the Planning stage of the intended learning model development. They had a very clear idea of their own needs and wants. The questionnaire results were homogenous, even though the students filled in the questionnaires individually and without discussion. This suggests that the students had similar needs and that they were definitely aware of having specific needs. They were also able to identify them. It was to establish its potential for application to the Curriculum and Materials Development course.

The results seemed to suggest that the students strongly disfavoured traditional learning activities and wanted to move the focus away from teacher-fronted activities. This revealed the preferred methods of learning that the course materials should contain all the required sources for learning which are effective tools in enhancing and improving students' knowledge and skills in the subject. Modules with graphic presentations are attractive designs in enhancing students' attention. Web-based learning is a competitive alternative. Although learning is achievable using the most available resources in the module and internet, the teacher is still the most important component in online learning upon whom the students rely.

This is consistent with principles outlined in the learner-centered curriculum (Nunan, 1988, p. 13) asserting that materials and their components should be selected from all angles and perspectives as an information gathering process when he referred to needs analysis as "techniques and procedures for collecting information to be used in syllabus design" He further ratifies as quoted by Tabari (2013, p. 869) that "the dire need to make decisions the contents on and choices of materials in deciding what to do include in or omit from specifications of content and which elements are to be the basic building blocks of the syllabus".

The data yielded by this study reveal that the multimedia-based and internet-based materials were favored by over 50% of the respondents. As previously mentioned, they preferred Web-based instructional environments which have a more flexible and independent structure to traditional face-to-face learning environments. However, dealing with problems occurred in such environments is relatively more difficult than dealing with the problems of face-to-face instruction. Thus, instruction supported with blogs should be meticulously planned and well-prepared. Resources to be used, arguments to be proposed and interpersonal interactions to be employed

should be planned cautiously beforehand. More specifically, precautions regarding the problems that could occur during the instruction should be taken in advance. For instance, students' previous experiences with Internet and blogs, whether they have constant access to Internet, their readiness for technology supported instruction and their attitudes towards such an instruction should be examined beforehand so that the instructional plan can lead to a fruitful learning atmosphere (Kuzu, 2007).

Looking at the data from the study as a whole, the instructor would know the students' preferences, likes, dislikes and their opinion of their learning process which they were involved. (Castañeda & Es-pinosa, 2008). By doing so, the instructor would encourage the students to develop a greater range of strategies and to activate their studying outside of the classroom. They should, in short, be encouraged to think about the processes underlying their own learning, and to see that, ultimately, they are responsible for their own learning (Nunan, 1995).

Through the data, in relation to the integration of direct instruction, the outcome of Curriculum and Materials Development course was geared to achieve maximum gains by providing time for the students' proactive contribution and independent work following (Dornyei, 2005, p. 166) that this strategy would enable students to take more responsibilities of their own language learning and personal development.

CONCLUSION

With reference to all above, it can be concluded that the rapid development of technology and unique characteristics of the creative society require a shift from traditional teaching concepts to student centered learning in education. One of the methods to provide this change is creating teaching environments enriched by Internet. Blog (weblog) service linking to the principles of the Direct Instruction approach offered to learners and teachers through Internet is an important instrument to provide learners with effective activities that develop the competencies which the students as prospective ELT teachers must attain in the Curriculum and Material Development course. One of them is higher order thinking skills, in particular the analytic and creative thinking. The technology supported applications in teacher training institutions, so that pre-service teachers learn technology and its applications for curriculum through educated and efficient practices. It is to create a meaningful way to future professional development opportunities.

The needs analysis has specified the students' needs of the Curriculum and Materials Development course required for them as they were trained to be teachers of English. Now that the data has been interpreted and the needs more clearly de-fined, it can be useful in the Curriculum and Materials Development classroom with respect to problem-solving and as a basis for designing aims, courses, and materials (Seedhouse, 1995). Finally, the students' compelling needs might constitute suggestions for curriculum restructuring as well.

The purpose of this needs analysis is to gather in-formation about the students' particular motivations to learn, their preferences in learning styles and the topics they are interested in. This needs analysis also allows teachers to make decisions on their teaching approach to adjust it to their practices, having in mind affective, cognitive and linguistic students' needs. For learners, this needs analysis allows them to express their feeling face to the language input they have been exposed to, their motivations to learn and their performance in face to face activities or virtual tasks.

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STUDENTS' INTEREST AND THEIR CRITICAL THINKING SKILL IN LEARNING ENGLISH THROUGH FACEBOOK GROUP USAGE

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Abstract: Teaching English is very challenging for the lecturers who taught English for Non-English students. One of the challenges lies on the material; it should meet the students' need appropriately. The thing to be considered in implementing teaching method is the students' interest. Integrating technology in learning and teaching activities seems attracted the students' interest since they spend a lot of time surfing internet. The objectives of this research were to find out the students' interest in learning English and to improve students' critical thinking skills. This writing used the descriptive method; by purpose, it was qualitative research which is designing of using Facebook group, the second finding analyzed by scoring the students' performance. The collections of the data were done by distributing the questionnaire to the participants and giving scoring to the students' postings and comments. The finding of the research indicated that; first, most of the students interested in learning English by integrating the usage of Facebook group, the average score of students' interest is 43,33 which is classified as 'very high interest'. Second, the result of the students' critical thinking is 73, 3 which classified a good score. It means that Facebook group activities improve their critical thinking skill significantly.

Keywords: ESP, Interest, Facebook, Critical Thinking.

INTRODUCTION

The need for innovative teaching method never ends to be discussed, particularly, in teaching English as a foreign language. As stated by Richards and Rogers (2001), changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need. From the history of language teaching method, it has changed time to time to improve the quality of language teaching referring to the principles and theories concerning how languages are learned, how knowledge of a language is represented and organized in memory, or how language itself is structured. (Richards and Rogers, 2001).

The lecturer who taught English for non-English students is very challenging because it relates to the English for Specific Purpose (ESP). One of the challenges lies in instructional material. It should meet the students' need according to their major, e.g. English for tourism, English for accounting, English for nursing, etc. Fiorito (2005) states that ESP students are usually adults who already have some experience with English and are learning the language in order to communicate a set of professional skill and to perform particular job-related functions.

In line with Fiorito, Hutchinson and Water (1987) briefly gave an explanation about the historical perspective of ESP. They said that there are three common reasons for the emergence of all ESP: the demands of a brave new world, a revolution in linguistics, and focus on the learner. It means that the language that we speak and write would be different or vary in use from situation to another, for instance in English language teaching, English of commerce will be different from that engineering, nursery, business, and others.

Hutchinson and Waters (1987), furthermore, cited that the development in educational psychology also gave contributed to the rise of ESP where this study emphasized the importance of the learners and their attitudes to learning. Learners were seen have different needs and interest. The teachers should put the students in the relevant area, if the students are an accountant, the teachers should give English in the accounting context, for instance, vocabularies related to economic, business, finance, audit, tax, and so on, situations related to how the financial report provided to the stakeholders.

The previous negation statements indicate that the teaching of ESP is not only a matter of teaching specific groups of students or specific area interest, material or it is different from general English because these are not the focus of the ESP teaching. The focus of ESP teaching is the students, the students' need of the language. Therefore, Hutchinson and Waters (1987) see ESP as an approach rather than a product, by which they mean that ESP is not a particular kind of language, teaching material or methodology. They suggest that the foundation of ESP is the simple question: why does this learner need a foreign language? The answer to this question relates to the learners, the language required and the learning context, and thus establishes the primacy of need in ESP.

Different from Hutchinson and Waters, Robinson (1992) gave the definition of ESP based on two criteria and a number of characteristics, the criteria are, first, ESP is normally goal directed. This definition means that the students study English not because they are interested in the English language (or English-language culture) but they need English for some specific purposes, for instance for work purposes, for graduate fulfillment, and others. Second, an ESP course is based on a needs analysis, which aims

to specify closely as possible what exactly it is that students have to do through the medium of English.

While Dudley-Evans and St. John (1998) said that ESP is designed to meet specific needs of the learner and for specific disciplines, therefore it may use specific teaching situation that is different from general English. They further said that ESP is likely to be designed for adult learners in intermediate and advanced levels. From the statements of Robinson, and Dudley-Evans and St. John, it can be summed up that 1) ESP course are likely to be used with adult learners rather than children, 2) ESP course is normally related to a specific discipline, 3) the students of ESP course are mostly homogenous, 4) needs analysis is primary to any ESP course, ESP is different from General English, and it is normally goal oriented.

From the previous theories of ESP, the thing to be considered in implementing teaching method is the students' interest. In the beginning of my class, I address the same question "what make them difficult in English class", the answer is almost same, "it is because they didn't enjoy learning English, they have negative attitudes, and lack of motivation to learn". By this fact, the lecturers have to be aware that the teaching method should meet their interest to encourage them to participate actively in learning English. Interest usually refers to an activity that a person prefers to engage in, wanting to know something, curiosity, show express, and enjoy on it. (Hornby, 1989).

Previous studies, e.g. Alhamli 2007; Fakeye, 2010; Gardner et al, 1997; Ghazali et al, 2009; Masgoret and Gardner, 2003; Padwick, 2010 in Tananuraksakul, 2015 confirmed that attitude, motivation, language learning are effective factors connectedly influencing learners' performance. Positive attitudes bring the learners' motivation to put much effort in reaching their goal study if they lack interest and motivation they are then less likely to perform well in English.

Hornby (1989) states that interest is a state of wanting to learn or to know about something; curiosity, concern, shows express interest in somebody or something. It usually refers to an activity that a person prefers to engage in, would not avoid and would choose in preference to many other activities. Similarly, Evan and Murdof in Agus (2002) define interest as the kind of thing we appreciate and enjoy. The selection of any occupation and satisfaction we get from our work usually defend more on our interest than our ability.

They further state that interest and ability are closely related but our interest gives us the motivation to use our ability. If we are strongly interested in doing something, we'll work hard on it than if we are not interested in. Harmer (1991) states that there are two factors can affect students' motivation. They are extrinsic motivation and intrinsic motivation. Extrinsic motivation concerned with factors outside of the classroom, and

intrinsic motivation concerned with what takes place in the classroom. Technology brought up extrinsic and intrinsic motivation as well.

Technology change brings the new insight for everyone; involve the students and the lecturers. The use of technology in teaching and learning process helps the students to reach the learning outcomes, especially for English lesson. By integrating technology in learning and teaching activities seems attracted the students' interest because they spend a lot of time to touch each other through the part of technology; named internet. The internet provides many kinds of social media as a tool for communication such as; Facebook, Twitter, Instagram, Google+, Tumblr, and much more. Those kinds of social media can be used as a learning aid to help both lecturers and students in reaching learning outcomes.

Regarding the use of Facebook group in many different areas of interest, education area is also integrated Facebook in learning and teaching activities. There are many research results of using technology from the previous researchers indicated that integrating technology is the delightful way in helping the students to learn English. Yunus, M.M, et al (2013) found the advantages of using Information and Communication Technology (ICT) are attracting students' attention, facilitating students' learning process, helping to improve students' vocabulary and promoting meaningful learning. Similarly, Tananuraksakul (2015) reported that using facebook can enhance Thai students' effective language learning (positive attitude and motivation), it could give them senses of convenience, simplicity, and relaxation and reduce cultural power distance between the instructor and them.

In Indonesia, the user of Facebook reaches 82 million or 34,9% from the total inhabitant 252,4 million. Indonesia is in the 4th rank of Facebook user in the world, from USA (194 million), India (130 million), and Brazil (102 million). (kompas.com). Evidently, most of my students use Facebook as their social media to share, like, react everything where they feel free to do that. After discovering that the students are highly active on Facebook, I ask them to create a Facebook group and use it as our chat room to discuss specific topics related to their syllabus. Even though the students enjoy using Facebook, and they feel fun with it, their English ability needs to be controlled as well.

Critical thinking takes an important role to the university students. Attract them to think critically can be done by giving them interest topic discussion, or issued particular case. Lang (2000) defines critical thinking as a process that results in rational and substantiated comprehension of a subject matter. Similarly, Paul and Elder (2008) state that,

“people with critical thinking abilities are those who pose significant questions in a well-defined and unambiguous manner, collect and apply abstract ideas to evaluate the information in order to reach well-thought-out deductions. They check the accuracy and validity of the deductions,

consider other relevant ways of thinking, acknowledge suppositions and outcomes, and interact well with other people”.

Critical thinking needs a process; it couldn't be sudden mind action. The students need more time to know the case, think, form ideas, analyze, and then give comments. Those all are sometimes difficult to do in the classroom, so online chat are the solution as well. There are quite a few ways (for example discussion forums) to carry out online discussion, and researches on critical thinking have proved that online discussion are conducive to honing the abilities to think critically, resolve problems, and to contribution and involvement (Al-Fadhli & Khalfan, 2009; Ekahitanond, 2013). Online forums are another main source where researches on critical thinking can be found. Ekahitanond (2013) and Kitchakarn (2013) found that the websites, applications, and activities on the Internet create positive ways of thinking about learning in the students. (Orawiwanakul and Wichadee, 2016) found that students achieved better performance, also they had a high level of satisfaction with the discussion activity they did in Facebook not only their critical thinking but language skills as well.

Present study formulates key research questions; how did Facebook group interest students to learn English, and do the students' critical thinking skill on English improve by integrating Facebook group.

METHOD

This writing used the descriptive method; by purpose, it was qualitative research to know the students' interest in learning English and scoring the students' posting or comment which is designing of using Facebook group. The collections of the data were done by distributing the questionnaire to the 30 students.

In order to complete the research result, I ask the students to create the Facebook group in the early of our meeting and all students should take the role as the group members. The topic discussion in the classroom based on the lesson plan and course guideline each week, those all discussion followed by chat activities by putting up announcement, free topic discussion, upload assignment, and sometimes sharing resources or video before coming to the next topic discussion. The comments to the posting reflect the students' critical thinking ability. I took part in the chat activities by giving advice, explanation, and control the chat focus appropriately.

The data for the students' interest are classified into five classifications based on the interval scale as shown below:

No.	Classification	Interval Scale
1.	Very high interest	42 – 50

2.	High interest	34 – 41
3.	Moderate	26 – 33
4.	Low interest	18 – 25
5.	Very low interest	10 – 17

The students' critical thinking skill calculated by scoring the students' comment with the following rubric:

Criteria	1 Point	2 Points	3 Points	4 Points
Discussion Ability	The students give a short comment ungrammatically	The student participates by answering discussion questions with limited details. The student agrees/disagrees with something said, but offers no additional new information regarding the topic	The student participates in each discussion question. The student follows the directions for making sure everyone participates fairly	The student fully participates in each discussion question and adds additional insight to prompt further discussion amongst the members of the group
Reflection of Creative Thinking	There is no attempt at reflection, or only superficial comments apparent	The student makes a few substantive reflective statements	The student comments in a structured and insightful way	
Logical Ideas	Few ideas are presented, and	Some logical ideas are presented	Adequate logical ideas are	

	they are not logical		presented	
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Adapted from Orawiwatnakul and Wichadee, 2016

The scoring result then classified into five classifications based on the score scale used at State Polytechnic of Ujung Pandang as follows:

Interval Scale	Value	Grade	Remark Classification
≥ 80	4	A	Very Good
70 – 79	3	B	Good
60 – 69	2	C	Fair
50 – 59	1	D	Poor
≤ 49	0	E	Very Poor

DISCUSSION

1. The students' interest result

The students' interest percentage was gained from the questioner tabulation which is presented in the following table:

No	Classification	Interval Scale	Frequency	Percentage (%)
1.	Very high interest	42 – 50	21	70
2.	High interest	34 – 41	7	23,33
3.	Moderate interest	26 – 33	2	6,67
4.	Low interest	18 – 25	0	0
5.	Very low interest	10 – 17	0	0
	Total		30	100

The table shows that the students are very interested in learning English by doing chat through the Facebook group. The highest percentage of the students' interest is 70% from 100%. The average score of the students' interest is 43, 33% that is classified as very high interest. The table also shows that none of the students have low and very low interest. Positive attitudes or have high interest bring the learners' motivation to put much effort in reaching their goal study if they lack interest and motivation they are then less likely to perform well in English. Alhamli 2007; Fakeye, 2010; Gardner et al, 1997; Ghazali et al, 2009; Masgoret and Gardner, 2003;

Padwick, 2010 in Tananuraksakul, 2015 confirmed that attitude, motivation, language learning are effective factors connectedly influencing learners' performance. It is strongly suggested to the lecturer of English in teaching non-English students to integrate social media in learning and teaching method in encouraging the students to participate actively.

Facebook group activities bring advantages to the students because they can express their idea without any tension from their environment. Cheung, Chiu & Lee, (2011), Estus (2010) in Wirawiwatnakul and Wichadee (2016) found that unlike a normal classroom where students feel restricted and withdrawn, social media serve as a place where they feel free and unafraid to air what they think. The effectiveness of learning through Facebook was students feel more comfortable expressing what they think about various issues on Facebook.

2. Students' Critical Thinking Skill

Students' critical thinking skill was analyzed by scoring the students' comment and posting in facebook group which is presented in the following table:

No	Classification	Interval Scale	Frequency	Percentage (%)
1.	Very good	≥ 80	7	23,33
2.	Good	70 – 79	14	46,67
3.	Fair	60 – 69	8	26,67
4.	Poor	50 – 59	1	3,33
5.	Very poor	≤ 49	0	0
	Total		30	100

The table summarizes the detail of the students' critical thinking skill. There were only 23, 33% students got a very good score, it means that the students' critical thinking skill is needed to be improved. They didn't participate fully in the chat activities and didn't give more insight related to the case discussed. The average score gained was 73, 3 which is classified as good, or B grade, where the B grade value is 3. For the discussion ability, reflection and creative thinking, and using logical ideas; there were 14 (46, 67%) students participate actively in each discussion activity, their comments are structured, and logical ideas are presented adequately. Also, the table shows that there were 26, 67% students participated in the activity as only to express their like or dislike, agree or disagree, without an additional idea.

Facebook group activities bring the students to think critically and participate actively. They may learn from other group members on how to compose a good sentence, think structurally, learn the grammatical rule, and so forth. Sweet and Michaelsen (2012) in Orawiwatnakul and Wichadee (2016) indicate that learners can enrich and expand the scope of their thoughts and study and evaluate what other group members have put forward and their thought processes when they debate a certain problem in order to find how best to resolve it. Orawiwatnakul and Wichadee, 2016 point out that discussion among group members is conducive to enhancing learners' language proficiency and ability to think critically due to the fact that they have an opportunity to learn to communicate their personal ideas and thoughts.

CONCLUSION

The study presents an insight of the integrating social media in teaching and learning English for Specific Purpose (ESP), the Facebook group is used to the case in encouraging the students' interest to learn English. Generally, the students are interested, enthusiastic, and able to give comments, post the case, and understand the flow of chat activities. It is important to note that the present technology changes fast as fast as we step on, for so, the further study may use the most interested social media for the students. Moreover, another finding was critical thinking skill of the students could be trained. Their ideas are precisely logic and structure as well as their grammar understanding improve.

Expectedly, this study will help the lecturers or the teachers who taught English for non-English students in helping the students reach their language target in higher education or secondary school. It is also expected that the result of this study can guide the students to think more critic and love to learn English. Although this qualitative exploration gaining the average percentage of the students' interest and their critical thinking skill may limit the result, it provides positive implications for my class in improving their English ability. For those, quantitative study on how the students improve their English and to what extent their English performance improved; their writing essay skill and speaking skill by integrating social media is recommended.

BIODATA

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PROMOTING STUDENTS' AUTONOMY THROUGH THE INDONESIAN MASSIVE OPEN ONLINE COURSE

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Abstract: In Indonesia context, the use of technology in language classrooms is not new. However, not all teachers have integrated technology into their classrooms. This paper is a preliminary study of the IMOOC pilot project (Indonesian Massive Open Online Course). Prior to the implementation of the IMOOC, the needs analysis was carried out through a survey in order to examine teachers' attitudes and opinions about the integration of technology into English classes. Involving 80 English teachers across Indonesia, this study found 73% were familiar with numbers of applications; 45% had no objection to preparing gadgets with internet connections; 76% mentioned their institutions concerned the use of technology for learning; 70% agreed integrating technology into classroom promotes a better teaching quality. The IMOOC recommended Canvas as a reliable web platform in response to teachers' existing problems. This digital tool enabled teachers to achieve students' learning autonomy: providing collaborative work, exposing education channels for student self-study, and encouraging peer review activities. The majority of the IMOOC participants reported they had the sense of connectedness; both content and activities in the IMOOC encouraged them to learn; the instructor provided good feedback to and various kinds of learning activities that stimulated favorable learning environment.

Keywords: The IMOOC, technology, collaborative, Massive Open Online Course

INTRODUCTION

The emergence of MOOC took place in 2008 and only around 2012 MOOC became popular. Several institutions joining in a collaborative work with universities became the supporters and later provided MOOC services such as Coursera, Udacity, Future Learn, Udemy, and edX (Gaebel, 2014).

A Massive Open Online Course is one of the alternative learning media that is open to anyone who intend to extend their knowledge or train skills through online instructions. Financial problems or limited access to formal learning made a lot of people difficult to continue their education

(McAuley., Stewart., Siemens, & Cormier, 2010 ; Gaebel, 2014). Rooted in a distant learning tradition, a MOOC was commonly available to those who were eager to learn. In short, anyone can follow the MOOC program, provided they access to electronic equipment such as laptops, tablets and the internet. In Indonesia, some agencies have tried to initiate MOOC (Pantow, 2014). Some groups of individuals formed a face to face community for the consolidation of MOOC programs (Firmansyah, 2015). Nevertheless, this online program is still not popular in Indonesia. The MOOC remains new to most English practitioners and educators.

Developed by lecturers from various state and private universities in Indonesia, the IMOOC stands for the Indonesian Massive Open Online Course, the IMOOC aims to reach pre- and in-service English teachers to learn about how to integrate technology for teaching and learning English in the classroom. This paper is a description of the implementation of the IMOOC pilot project after it has been implemented for two months- from February to April 2017.

METHOD

This is a preliminary study of the IMOOC which stands for Indonesian Massive Open Online Course. The participants using student accounts in Canvas were required to be autonomous. They had to fulfill their obligations including understanding instructional inputs (reading text and watching movies) and doing tasks (following discussions, working on multiple choice, working on projects) on schedule without being constantly reminded. All IMOOC activities had been scheduled prior to the implementation. To monitor their tasks, the participants had to check the calendar on Canvas. To follow the IMOOC program well, they were required to study for 11 weeks, starting from February 20, 2017 until April 29, 2017.

This study used survey to collect the data. An online survey (monkeysurvey) was conducted twice. The first began from 27 January 2017 to 6 February 2017 whose purpose was to look into teachers' views on their experiences of using technology for teaching and learning. The second was conducted from April 15, 2017 to April 18, 2017. The second survey aimed to investigate the participants' views after taking the IMOOC program.

FINDINGS

This paper presents three aspects of the IMOOC: the pre-IMOOC (survey of teachers' view on technology for teaching-learning), the implementation of the IMOOC (Promoting Students' Autonomy through the IMOOC), and the post-IMOOC (the evaluation of the program).

The Pre-IMOOC: Survey on Teachers' Familiarity with the Technology for Teaching and Learning

Prior to the implementation of the IMOOC, the writer conducted an online survey. The first survey conducted from 27 January 2017 to 6 February 2017 aimed to explore teachers' opinions on the use of technology in the classroom. By involving about 58 respondents, the results of the survey are shown in Table 2.

Table 1. Teachers' Views on the Implementation of Technology in the Classrooms

No	Questions	Agree		Neither agree or disagree		Disagree		Total	
		Σ	%	Σ	%	Σ	%	Σ	%
1	Integrating technology into classrooms promotes a better teaching quality than that without technology	42	72	14	24	2	4	58	100
2	My institution supports the use of technology for learning.	45	78	11	19	2	4	58	100
3	Teaching students online is more superior than teaching students in a face to face meeting	8	14	39	67	11	19	58	100
4	I am quite familiar with numbers of applications for teaching and learning	40	69	0	0	18	31	58	100
5	Students have no objections to preparing gadgets with internet connection for learning	27	47	22	39	8	14	58	100
6	I have no problem with financial issues to provide electronic gadgets for learning	34	60	17	30	6	11	58	100

Most teachers (72%) were confident that integrating technology into the classroom would improve the quality of their teaching. They believed visual and audio effects from the technology could increase students' learning motivation. These features suited their students' preference for learning such as visual, audio and or the combination of visual and audio inputs. As their teaching inputs were able to stimulate students' learning interests, this favorable situation facilitates helped the teachers achieve their learning objectives more effectively. A lot of teacher also mentioned that technology helped them get material from various different kinds of sources.

One of the factors strengthening teachers' belief in the benefits of technology was due to the supports from their respective workplace (see question 2 Table 1). The majority (78%) mentioned their schools strongly agreed with the use of technology for learning. To some extent, this condition was due to the fact that most institutions approved of the mandates from the Indonesian government. As explicitly stated in the National Strategic Plan of the Ministry of National Education 2005-2009,

the government of Indonesia recommended schools to make use of ICT since it supported the three pillars of national education policy, namely: (1) expansion and equity of access; (2) improvement of quality, relevance and competitiveness; And (3) strengthening governance, accountability and public image of education, to realize quality, accountable, low-cost, equitable and affordable education of the masses

While the teachers had a positive view of technology for education, this did not mean the online teaching was more superior to a traditional teaching (face to face meeting) (see question 3 Table 1). 67% of them viewed nothing superior was found between the online teaching and the conventional teaching. Even, the other 19% disagreed that online teaching was superior to the teaching conventional.

When asked what types of application they used in the classrooms, teachers had different opinions (see question 4 Table 1). The majority (69%) mentioned they were familiar with some conventional technologies or applications such as social media (see Table 3) such as Edmodo (33%), Socrative (16%), Youtube (12%), Google doc (12%), Power Point (11 %) and others. However, other teachers (31%) mentioned they were not very familiar with technology for classroom teaching.

Table 2. Applications Teachers used in the Classrooms

No	Name of Application	Σ	%
1	Edmodo	24	33
2	Socrative	12	16
3	Youtube	9	12
4	Google Doc	9	12
5	Power Point	8	11
6	Facebook	2	3
7	Google Drive	2	3
8	APA generator	2	3
9	Whatsapp	2	3
10	Prezi	2	3
11	Others	1	1
Total		73	100

When asked about the ability of students and teachers about financial support (facility provision), not a few of the teachers were still pessimistic. Despite the fact that the majority (47%) had an optimistic view about the facility supports (see question 5 in Table 1), many still regarded it as a problematic issue. About 39% neither disagreed nor agreed with the facility supports, with the rest of 14% showing their pessimistic opinions. According to these groups of teachers, many students could not afford to

buy electronic equipment because the price was quite expensive. Even in some areas, they had difficulties with internet connections.

Moreover, not all of the teachers had the same opinions regarding financial supports for the implementation of technology for teaching. Based on question 6 in Table 1, 60% of them mentioned that they had no difficulty with the purchase of gadgets and internet facilities. However, the rest considered financial support was still a big issue, and that was not easy to implement. The first group (30%) was hesitant about the issue of financial support and the second group (11%) considered financial support a serious problem. These finding implied teachers did not have the same degree of commitment to support the provision of the gadget equipment for teaching and learning.

The Whilst-IMOOC: Promoting Students' Autonomy through the IMOOC

Developing Clear Teaching Objectives

The instructional objective of the IMOOC was to build learners' autonomy in mastering the use of technology for teaching and learning. This general objective was then specified into several sub-competences into five modules: Autonomous Learning (Module One), Digital Literacy (Module Two), Mobile Devices for Autonomous Teaching and Learning (module Three), Autonomous Learning Using Videos (Module Four), and Autonomy for Video Creation (Module Five).

Module One had two objectives. By the end of Module One, the participants were able to understand autonomous learning as a learning approach and practice using some applications (digital tools) to support the English learning process.

The objectives of Module Two, Digital Literacy, were as follows. After completing the module, the participants would be able to: critically highlight the most important aspects of Internet and technology integration in a language classroom, list the most relevant digital contents/apps that you can use in your classroom context, critically evaluate websites and select content for English language teaching and learning, determine web content that is relevant to the context of English language teaching and learning, and critically evaluate digital apps (e.g. Rubistar, Canva) for the purpose of language teaching and learning using technology.

Module Three, Mobile Devices for Autonomous Teaching and Learning, had the following objectives: understand the ways of using relevant mobile device applications in language teaching and learning activities, understand the possible obstacles in using mobile device applications in language teaching and learning activities, evaluate mobile device applications based on certain criteria of useful mobile device applications for language learning and teaching. In so doing, you not only make your language classes effective, but more importantly also promote

your students' autonomous learning attitudes especially through the aid of relevant mobile app technology, and create a lesson plan using one of the mobile devices introduced in the module.

Module Four, Autonomous Learning Using Video, has the following objectives: Upon completing this module, you will be able to do the following: understand the advantages of using videos in the classrooms, select relevant videos for language teaching activities, and create tasks using videos to build students' autonomy.

Module Five, Autonomy for Video Creation, has the objectives such as produce a useful storyboard for your video creation, create a video based on your storyboard by using a smartphone application, and plan a lesson which integrates video creation i.e. where students are required to create a video.

Organizing the Modules

Using the role of teachers at Canvas as the Learning Management System (LMS), the writer as the IMOOC instructor designed the instructional models (films and readings), developed assessment (multiple choice, discussion, and projects), assign the participants to do peer review tasks) and conduct assessments (see Table 3). The program has five modules, and the entire module has the following number of activities: reading the webpage (35%), participating in the discussions (20%), watching movies (17%), conducting the projects (14%), doing peer Review (8%) and completing the multiple choice (6%) (see Table 3).

Table 3. The Modules, Teaching Instructions and Tasks in the IMOOC

Name of the Module	Theme	Teaching Instructions		Tasking				Total Activities
		Reading (webpage)	Watching movies	Multiple Choice	Discussion	Peer Reviews	Projects	
Module One	Introduction & Autonomous Learning	4	0	1	5	1	2	13 (18%)
Module Two	Digital Literacy	6	2	2	4	1	2	17 (24%)
Module Three	Mobile Devices for Autonomous Teaching and	6	5	1	3	1	2	18 (25%)

Module Four	Learning Promoting Autonomous Learning Using Videos	5	4	0	2	1	1	13 (18%)
Module Five	Autonomy Through Video Creation	4	1	0	0	2	3	10 (14%)
TOTAL		25 (35%)	12 (17%)	4 (6%)	14 (20%)	6 (8%)	10 (14%)	71 (100%)

Scheduling Teaching Instructions

All activities in the IMOOC modules have been scheduled prior to its implementation. Scheduling tasks in the IMOOC means that all activities at IMOOC had the due dates for the participant to pay attention. This information was intended to help them to complete them on time.

To check the due submissions of the tasks, the participants could check either in the calendar (see Figure 1) or web pages of the modules (see Figure 2).

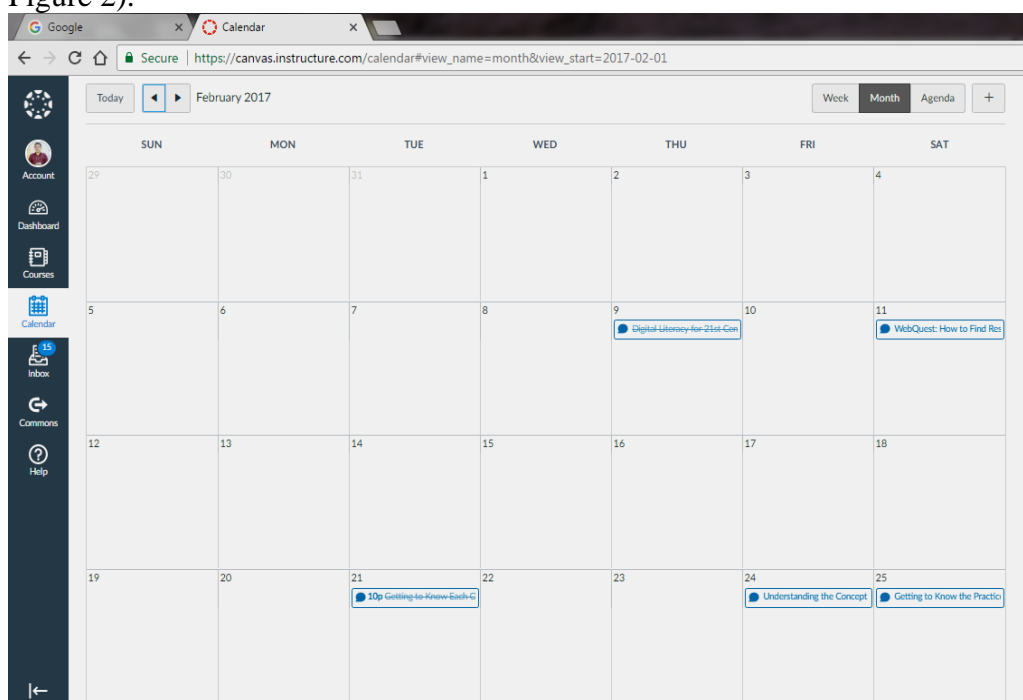


Figure 1. The Calendar of the Tasks in the

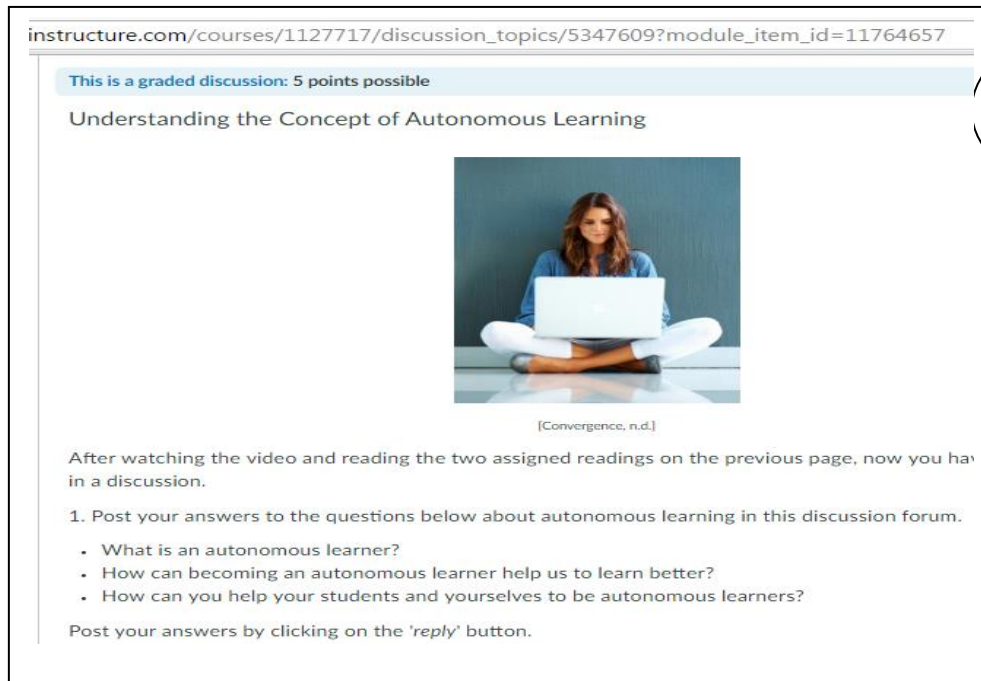
The image shows a screenshot of a discussion page on the Instructure LMS. The URL at the top is instructure.com/courses/1127717/discussion_topics/5347609?module_item_id=11764657. A blue banner indicates "This is a graded discussion: 5 points possible". The title of the discussion is "Understanding the Concept of Autonomous Learning". Below the title is a photograph of a woman with long brown hair, wearing a blue shirt and white pants, sitting cross-legged on a white surface and using a laptop. The photo is credited to "[Convergence, n.d.]". Below the photo, the text reads: "After watching the video and reading the two assigned readings on the previous page, now you have in a discussion." This is followed by a numbered list: "1. Post your answers to the questions below about autonomous learning in this discussion forum." The list contains three bullet points: "• What is an autonomous learner?", "• How can becoming an autonomous learner help us to learn better?", and "• How can you help your students and yourselves to be autonomous learners?". At the bottom, it says "Post your answers by clicking on the 'reply' button." A hand-drawn circle is visible on the right side of the screenshot, overlapping the edge of the page.

Figure 2. A Web Page in the Module

Learning through Collaboration

All modules in the IMOOC program were provided with the tasks for participants to collaborate in achieving the learning objectives. During the collaborative work, the participants shared ideas, provided feedback and evaluated the work of other participants. There were at least two ways how such collaboration was implemented in the IMOOC: discussions (see Figure 3) and peer reviews (see Figure 4 & 5).

Discussion was one of the IMOOC's online forums where participants were required to answer and give their views on the prompt in each module. Before answering or sharing their views, the participants had to read the discussion materials. These could be in the form of texts or films. To increase their motivation in learning, the instructor scored their performance from 0-5. Score 0 was given, if the participants did not put any postings. Score 1-3 were given to them if they posted their comments. The participants were given score 4-5, if they gave very good comments or ideas to the prompts.

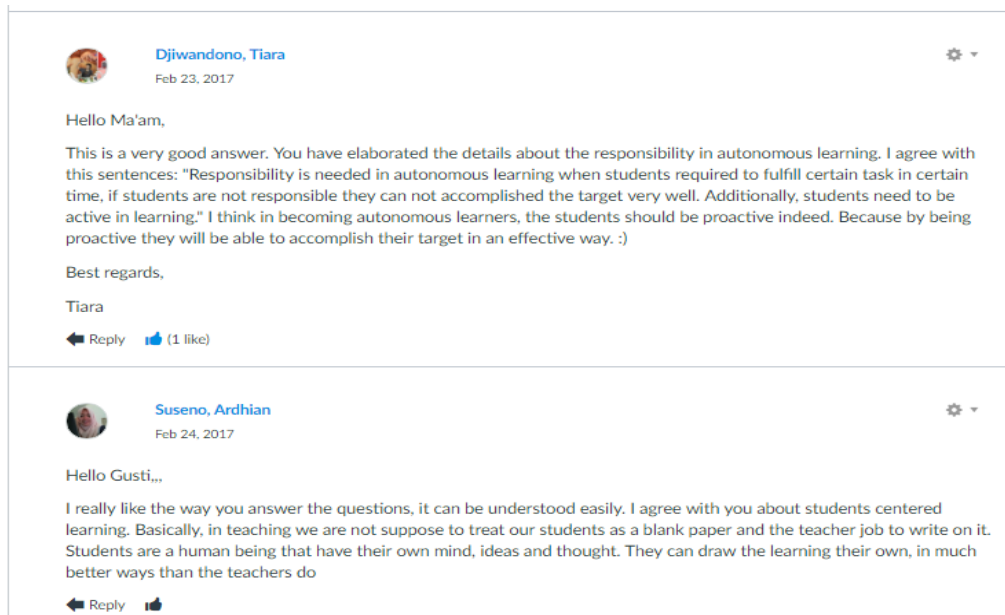


Figure 3. Collaboration through a Discussion

In addition to the discussion, the collaboration was built through peer review activities. Unlike discussions, in the peer review the participants are specifically required to provide feedback or even an assessment of the work of other participants. The project can be in the form of making movies, designing lesson plan and so forth. In practice, there are at least three to four participants who give feedback to the work of other participants. To motivate this peer review activity, the instructor also applied an assessment of the peer review conducted by the participants.



Figure 4. Collaborative Works through Peer Review

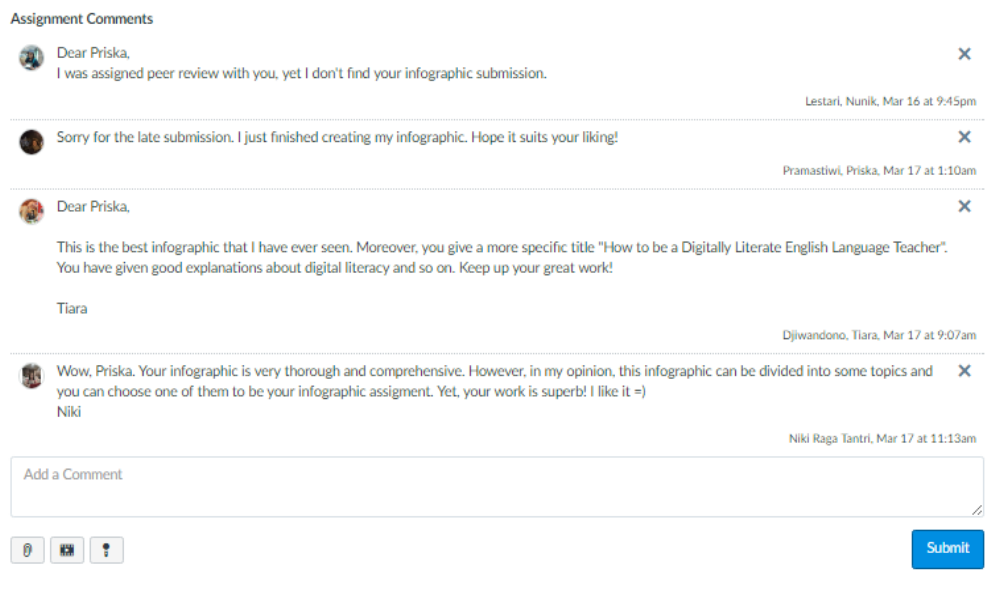


Figure 5. Students' Feedback in Peer Review

Assessments

Several assessments were employed to measure participants' knowledge and skills during the IMOOC program such as discussions, peer reviews, multiple choice tests, and project based assessments. All of students' work were recorded in Canvas, this made easy for the instructor to monitor the progress of the participants. Below is the result of the analysis of participants' performance in the IMOOC after taking the course for about two months (see Table 4).

Table 4. Group Performance of the IMOOC

No	Category	Freq.	%
1	High Achievers (67-98)	21	57
2	Medium Achievers (34-66)	6	16
3	Low Achievers (0-33)	10	27
TOTAL		37	100

The majority (57%) has shown excellent performance. Unlike the majority, the medium achievers were still struggling for the content of the IMOOC. The low achievers were totally left behind due to the fact that they decided not to join the IMOOC at the early stage of the program. When asked why they did not join the IMOOC, they said they were very busy with

their activities at their own campus. Some others did not give any replies even after being contacted several times.

The Post-IMOOC: The Reflection of the Teaching of Autonomous Learning in the IMOOC

This section is an evaluation of the IMOOC program given by the participants after attending the IMOOC for about two months. The relevance of the IMOOC program, the learning process and the quality of instruction of the IMOOC instructor are among aspects eighteen participants assessed through an online survey. The survey was conducted from May 15-16 April 2017.

Empowering Knowledge

The majority of IMOOC participants (89%) agreed the IMOOC program had successfully improved their teaching and knowledge skills. 11% has a neutral answer, and none disagreed with the statement. This finding implied most participants had positive perception on the IMOOC.

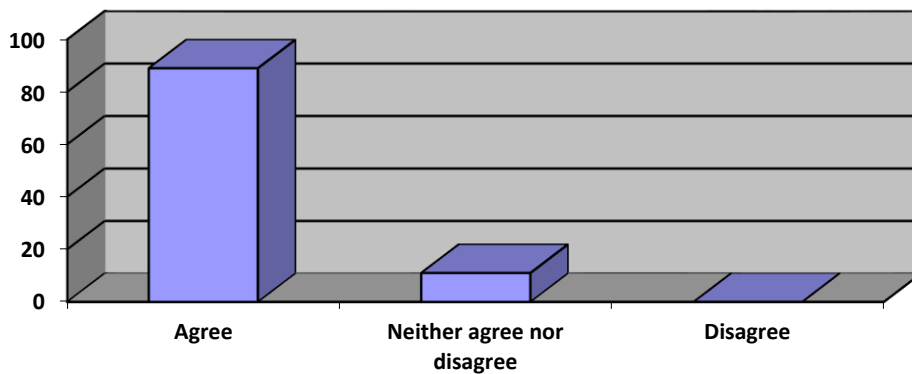


Diagram 1. Relevancy of the IMOOC

None disagreed with the statement. This finding implied that the technology for autonomy the IMOOC concerned had suited the needs of the participants.

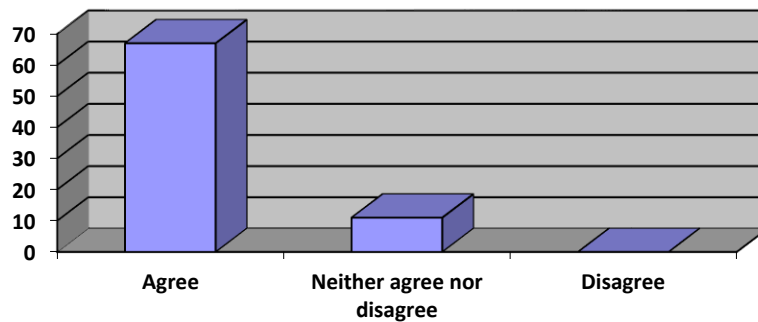


Diagram 2. The Teaching Instructions of the IMOOC

The participants were also asked about which activity they found the most relevant in the IMOOC to improve their knowledge and skills of using technology in the classroom. The majority (61%) chose working on the project, 28% participating in the discussion, 6% reading the articles, 6% working on the multiple choice tests. Nobody chose watching movies.

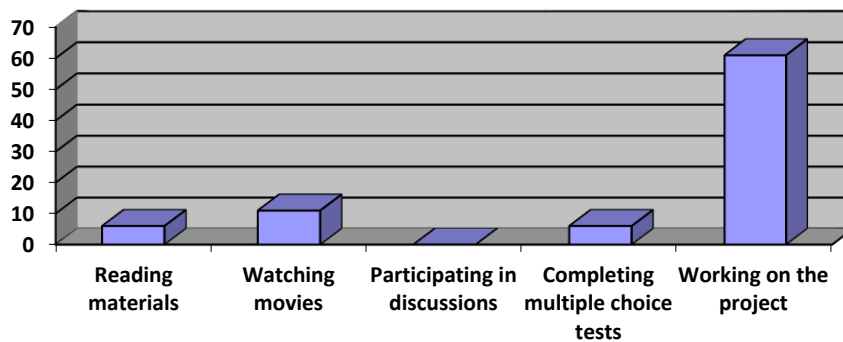


Diagram 3. Types of Activities in the IMOOC

Collaborative Work

Subsequently, the participants were asked if they felt comfortable when they were asked to exchange ideas or give feedback to other people's ideas during the discussion process. 67% said they felt comfortable collaborating with their colleagues during the discussion process. While only 28% were neutral and only 6% disagreed with the statement.

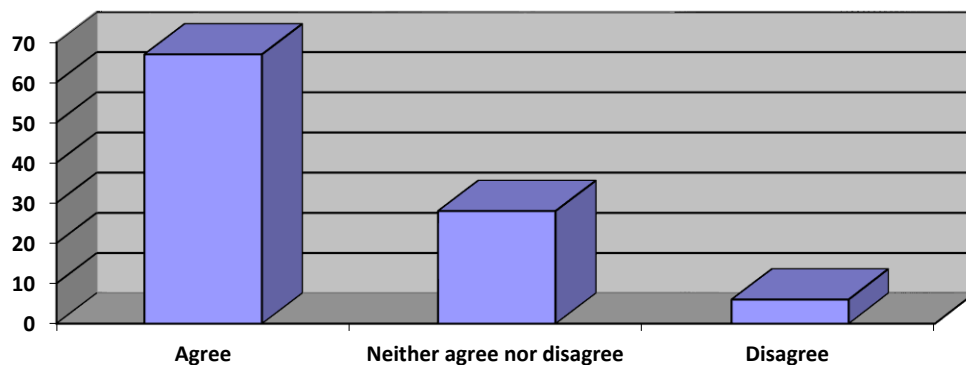


Diagram 4. Collaborative Work during the Discussions

When asked if IMOOC participants were cooperative when they conducted a peer review process, most 61% agreed with the opinion. 39% chose a neutral view. This finding implied most IMOOC participants had a positive perception towards peer review activities.

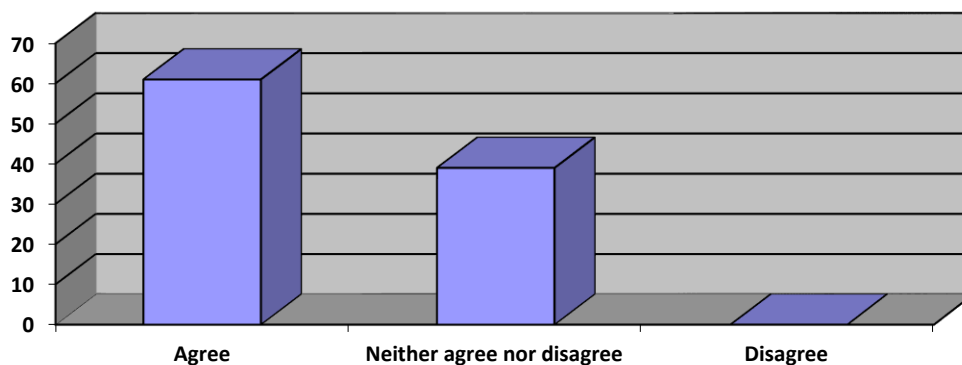


Diagram 5. Collaborative Work during the Peer Review

Teaching Instructions

The next question was related to the teaching instructions (see Diagram 6). The participants were asked whether he was capable of delivering the material in an organized manner. Most 78% said IMOOC material was very well organized. It made them easier to learn new topics. Only 22% were neutral about the question.

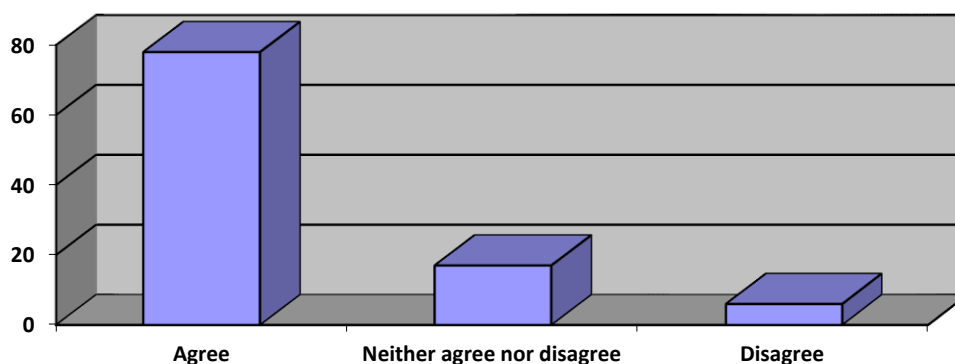


Diagram 6. The Organization of the Instructions

Next, the participants were asked if the instructor provided good feedback to them during the discussion and assessment of the project (see Diagram 7). Most 72% said they enjoyed learning with the instructor. 25% chose a neutral position. Only 6% did not agree with such an opinion. This finding implied most participants viewed the instructor's feedback was very useful for them to guide their learning.

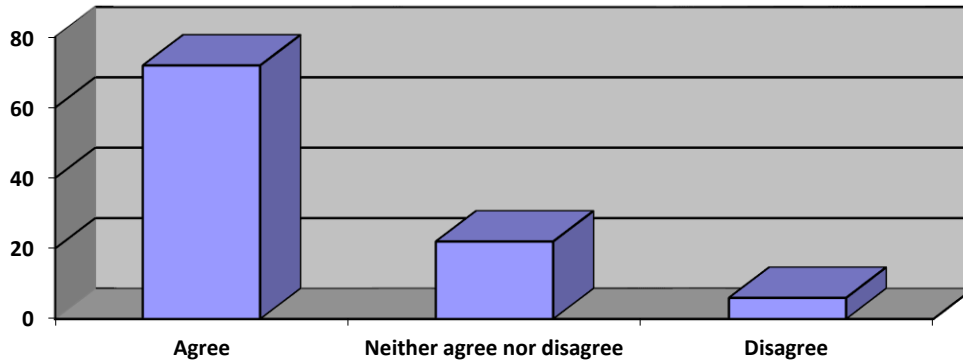


Diagram 7. The Quality of Feedback from the Instructor

When asked if the instructor was able to create a favorable, about 56% mentioned they enjoyed learning under the instructor guidance. For them, the instructor was quite helpful with the information they needed during the IMOOC. Moreover, the instructor was very cooperative especially when they asked questions or shared their problems via email or sms (see Diagram 8). About 33% took a neutral answer to that question. Only 11% disagreed with the statement.

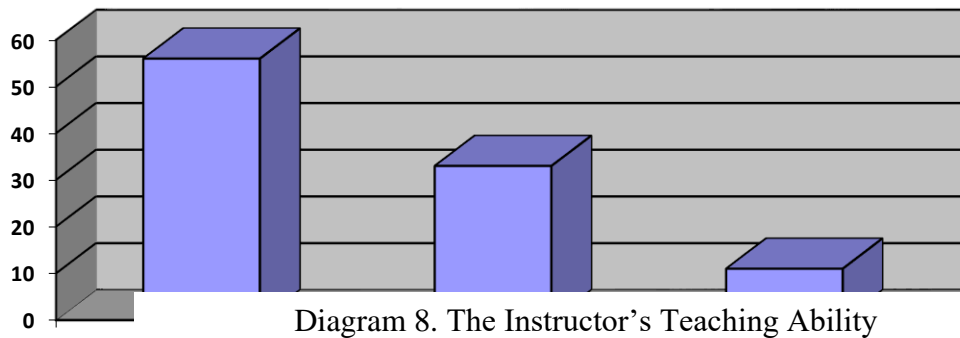


Diagram 8. The Instructor's Teaching Ability

The result of the evaluation results of IMOOC implementation is summarized in the table 5 below.

Table 5. The Summary of the Evaluation of the IMOOC

No	Questions	Agree		Neither agree or disagree		Disagree		Total	
		Σ	%	Σ	%	Σ	%	Σ	%
1	The IMOOC improved my teaching skill and knowledge about integrating technology	16	89	2	11	-	-	18	100

	into classrooms.									
2	The teaching instructions were relevant to my needs to become professional teachers.	12	67	6	33	-	-	18	100	
3	I had no fear to exchange ideas with the members.	12		5	28	1	6	18	100	
			67							
4	The members were cooperative to do peer review	11	61	7	39	-	-	18	100	
5	The members gave good feedback during discussions.	13	72	5	28	-	-	18	100	
6	The instructor gave good feedback to my work.	13	72	4	22	1	6	18	100	
7	The instructor created favorable learning atmosphere.	10	56	6	33	2	11	18	100	

DISCUSSION

This study found participants considered the IMOOC successful at building their capacity in mastering knowledge about integrating technology into language classrooms. Some authors said the obvious benchmark for such a successful implementation of the MOOC relied heavily on the extent to which the program has been able to realize a conducive learning community, commonly called a community of inquiry (Garrison, Anderson, & Archer, 2001). At the practical level, this community was closely related to three interrelated aspects of teaching presence, social presence and cognitive presence (Garrison & Anderson, 2003; Garrison, Anderson, & Archer, 2001; Gunawardena, Lowe, & Anderson, 1997). Learning from the IMOOC, the three aspects above were present together.

That the participants felt comfortable to learn and interact with each other has proved the availability of social presence in the IMOOC community. This emotional connectivity made them willing to share knowledge without fear or reluctance to the instructor or other members. At the same time, this strong emotional connection also strengthened their cognitive abilities. They learnt new knowledge and helped each other with new information.

On the other hand, the presence of the instructor was also crucial. Shea (2010) mentioned the importance of instructors' contributions and raise additional questions about the relation of social presence to learning. When the online instructor was leading, students tended to follow. Higher levels of teaching (and social) presence on the part of the instructor tend to lead to higher levels of social presence from the students. When the instructor did not take on this role, the students did not have an educational orchestrator and their corresponding level of presence diminished.

CONCLUSION

The success of a MOOC heavily depends on how much a community of inquiry is built by the online community members. This objective will be achieved if social presence, teaching presence and cognitive presence exist.

When access to formal education and higher education costs are likely to narrow the opportunities for people to learn and develop themselves, MOOCs are the best choice for them. However, technical aspects such as the availability of equipment (laptops, electronic gadgets, and internet connections) are also worth noting to support the MOOC.

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SOCIAL MEDIA AS TEACHING PLATFORMS: LEARNING ENGLISH VIA INSTAGRAM

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Abstract: It is difficult not to be accepting with the existence of technology and its vast development today. The digital era allows practicality and promotes simplicity within our daily lives through gadgets, Internet connection, and digital applications. Social media, a form of digital application, have easily penetrated into our routine regardless where and when. Social Media as teaching platforms are now starting to be the new normal way to approach learners in this global era. This study is looking at one of social media platform, Instagram, as means of English teaching and learning. Teaching English by using the features Instagram has can bring learners to a more exciting level when absorbing lesson within a quick, informative glance, and for teachers to a practical way in sharing lessons. Quantitative approach is used in analysing data gathered, by looking at five English learning accounts, including “BBC Learning English” and “Guruku Mr. Danish”, to measure the level of practicality Instagram offers and the level of engagement that the students can experience. The study is hoped to be encouraging for teachers to make use of this platform and for students to have daily feeds of English lesson. This light and "unconscious" way to study in the world of hashtags might be what is found more effective in the future learning methods.

Keywords: Instagram, Digital Platform, Teaching English, English Learning

INTRODUCTION

Ever since the start of the digital era, gaining information in the world of technology are as easy as a click, swipe, or scroll away. The computer acts as the great tool and the Internet supports with great access, and the combination of these two give infinite information that anyone can ask for. People nowadays “Google” more than find information through human interactions; and that the highlight of this is also how this search engine is now a verb. Technology does emphasize on the accessibility and practicality that they offer, and these make its vast development today.

When it comes to learning activities in the digital platform, there are countless websites and apps (abbreviated form of “applications” or software) available online and specifically for learning activities regardless the subjects are. Indeed, learning English as Second/Foreign Language is included as well among the others. There is a website called “readtheory.org” dedicated for reading element in English learning full with comprehensions and sets of questions after every one. There is also a famous app called “Duolingo” which offers the step-by-step introduction to the new language of your choice to pick up. Most of them offer a game-like approach where the students get points or rewards after finishing certain levels. Even though each of these are unique in their own way, the need of having the motivation comes from the students themselves is highly anticipated. This triggers the research question to look closely at the use of social media as a learning platform where more people yet less motivation involved.

Researches on the attempts to correlate teaching-learning materials with the social media have been a highlight for the past 5 years. Rasiah covered the use of Facebook features in virtual learning environment in his article “Transformative Higher Education Teaching and Learning: Using Social Media in a Team-Based Learning Environment” (2013). He looked at the effectiveness of this social network in enhancing the students learning experience. Whilst in 2014, Evans from Brunel University conducted a research on “Twitter for teaching: Can social media be used to enhance the process of learning?” with the aims of whether Twitter can impact on class attendance and increase in student engagement. These two researches showed on students’ motivation and engagement as issues which then led to that social media as solutions for it is what closely related to the students nowadays, and yet still involved the classroom environment.

Social media are web-based application used in personal devices that connect users with each other or with online resources (Evans, 2014). The social media craze has been increasing throughout the years since the phenomenal Facebook entered the scene in 2007. Instagram, on the other hand, is a social network that focuses on mobile photo-video sharing. Unlike Facebook, Instagram has less to offer and started off by offering only limited to features. Nevertheless, the growth of Instagram allows it to have more features over time. Instagram launched in October 2010 and had attracted more than 150 million active users by 2013 (Hu et al., 2013). The number of users means the opportunity of having large number of students all over the world and leaving the classroom environment to the autonomy of teaching (for teachers) and learning (for students). The research questions posed in the effectiveness of Instagram as a teaching platform which is hoped to then lead to the introduction of the applications and the emphasis on its simplicity and the “unconscious” learning exposure.

	People Connecti on	Number of Connecti on	Postin g Pictur es	Posting Videos	Posts Life	Captioni ng (per post)	Privac y Optio ns
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METHOD

The research method used to conduct this research is the textual analysis or content analysis. According to McKee (2013), textual analysis is a methodology (a data gathering process) on how researchers to collect information about the way other human beings make sense of the world. He also mention that textual analysis is useful for research in cultural, media, and mass communication studies. Rasiah quoted Neuendorf on textual analysis that this method is a summarizing, quantitative analysis of messages that relies on the scientific method (2013). The research is therefore using a quantitative approach.

The data samples were collected from 5 English-teaching Instagram accounts, which are “BBC Learning English” (@bbclearningenglish), “VOA Learning English” (@voalearningenglish), “Guruku Mr. Danish” (@guruku_mr.danish), “Meringgris” (@meringgris), and “Sastra Inggris BINUS” (@sastrainggris_binus), focusing on the approach of the users and effectiveness of the posts towards the learners. The Instagram features will be then discussed in short and individually to give basic understanding of the simplicity Instagram has for its users. At the end of the research, the data gathered will be compared to find their similarities and differences to initiate the answer to the research questions of what works and does not in terms of effectiveness and application of teaching-learning in Instagram.

DISCUSSION

There are many social media options to choose from in order to conduct free English teaching in, such as Facebook, Twitter, Instagram, Snapchat, and Path. Before continuing to the Instagram features, below is the table of basic features comparison of social media that might be also used for teaching. The basic features are posing around the connection (what they are called and the number limit), postings (the ability to post pictures/videos/captions), and the privacy option. The table is aimed to show more clearly why Instagram can be the best option to create the effective teaching-learning environment that allows learners to enjoy and learn unconsciously. The red shading marked the limitation each of the social media has, that can prevent a better teaching-learning experience. It can be seen clearly that Facebook holds minimum limitation in comparison to the other four social media. Although this can pose as the best option in conducting free English lessons, yet, this vast options of features can also pose as a major setback. One of students claimed that he/she cannot feel the effectiveness during online discussions (Rasiah, 2013) and again, focused, classroom environment is not what is aimed and encouraged in this study.

Facebook	Friends	Unlimited	Yes	Yes	Unlimited Time	Unlimited	Yes
Instagram	Followers	Unlimited	Yes	Yes (up to 1 minute)	Unlimited Time	Unlimited	Yes
Path	Friends	150	Yes	Yes	Unlimited Time	Unlimited	Always
Snapchat	Friends	Unlimited	Yes	Yes (up to 10 seconds)	24 hours	Unlimited	None
Twitter	Followers	Unlimited	Yes	Link	Unlimited Time	140 Characters	Yes

Figure 1. Basic Features Comparison

Nevertheless, it was said in the beginning that the less features it offers gives simplicity for the users. It seems that the only limitation Instagram has, to pose as the best digital platform to conduct free language teaching is the limited time of video posts, yet this can be the perfect option to allow the unconscious learning. Unconscious learning is an approach that study suggests to be the best way to speed up learning language. Unconscious learning is a mental phenomenon where the ability to learn the complex and subtle regularities that underlie a language without even realizing (cam.ac.uk, 2011). The simplicity and the “quick” traits of Instagram make it as the social medium to suggest using to conduct free English language or any other language.

Instagram featured started off with their signature squared pictures and the filters (manipulated photo toning) alongside. They do not have the landscape/portrait option until recently, also the video used to last for 15 seconds before upgraded to 1 minute. There are 10 features to create with Instagram, both in-apps (inside/built-in in the application) and supported apps. The features are postings (pictures, albums, and videos), captions (also comment sections), hashtags (similar use as in Twitter), direct messaging, notification button, InstaStory (similar use as in Snapchat), and supporting applications (Regram – app to help repost – and many noteworthy apps to beautify postings). These features are then being closely looked at their application in 5 English teaching Instagram accounts, of which 2 are English-English, 2 are Indonesian-English, and 1 is aspiring English-English account.

The 2 English-English accounts are “BBC Learning English” (@bbclearningenglish) and “VOA Learning English” (@voalearningenglish) which representatives of their news reporting

studios. From the data taken in February 2016, BBC just started 21 weeks ago which means they started in mid 2015 with 113 posts, and VOA started earlier by 65 weeks ago that makes them started in the late 2014 with only 60 posts. As per today (June 2017), BBC has 188,000 followers, has their account verified by Instagram – to show genuinity – and has grown to 532 posts, while VOA stops at 60 posts despite of having 56,100 followers. From here, it can be seen that the user's – or teacher's – commitment can be the issue as well. The teachers must stay committed to posting to keep their account alive.

The other 2 Indonesian-English accounts are “Guruku Mr. Danish” (@guruku_mr.danish) and “Meringgris” (@meringgris). “Guruku Mr. Danish” is conducted by Dennis Danish from the United States that speaks fluent Indonesian. It can be seen from his posts that he has been living for some time in Indonesia, because he covered some common English mistakes committed by Indonesian speakers in his posts. Starting in March 2016, his account mostly conducted in Indonesian, has 243 posts, and has already reached 348,000 followers. “Meringgris” started their account in April 2015, has 149 posts, aims to help improve English-language competence for all the people of Indonesia, and stated that learning via Instagram is the new learning experience of English learning. The last one is “Sastra Inggris BINUS” (@sastrainggris_binus). It is the aspiring account that is created and standing as the personal point of view in relation to this particular research.

Moving on to the type of postings, Hu et al. (2014) claimed to be the first to analyze Instagram types of posts and users. Their findings show that there are 8 different types of photo categories and 5 different types of users on Instagram. Their findings are as interesting as categorizing the extensive number of photos to: friends (users posing with other people), food, gadget, captioned photo (pictures with embed text, memes), pet, activity (both indoor and outdoor), *selfie* (self-portraits), and fashion (shoes, makeup, etc.). From these categories, the 5 different types of users are clustered to: Selfie, Captioned Photo, Activity, Friends, and Food. In the light of clustering, there is indeed some similar fashion to the approach that Hu et al. used in conducting their sorting.

There are 7 types of posting regardless that it is in a form of picture, album, or video: Questions (inframe/caption) seeking answers from followers at comment section, English Grammar, Phrases/Idioms/Pronunciation, Cultural Issues, Vocabulary Building, and Updates on their bigger projects (website related), and Unrelated Posts. Below graphs show the spanning of post types of each of the Instagram account. It is clearly shown that the highest rate of use is the teaching of Phrases/Idioms/Pronunciation, the type of post which posing questions seeking answers and interactions from the audience comes the second, and Vocabulary Building comes the third. These top three types of posting

underline the answer to be the research questions of what posts proven to be the most effective.

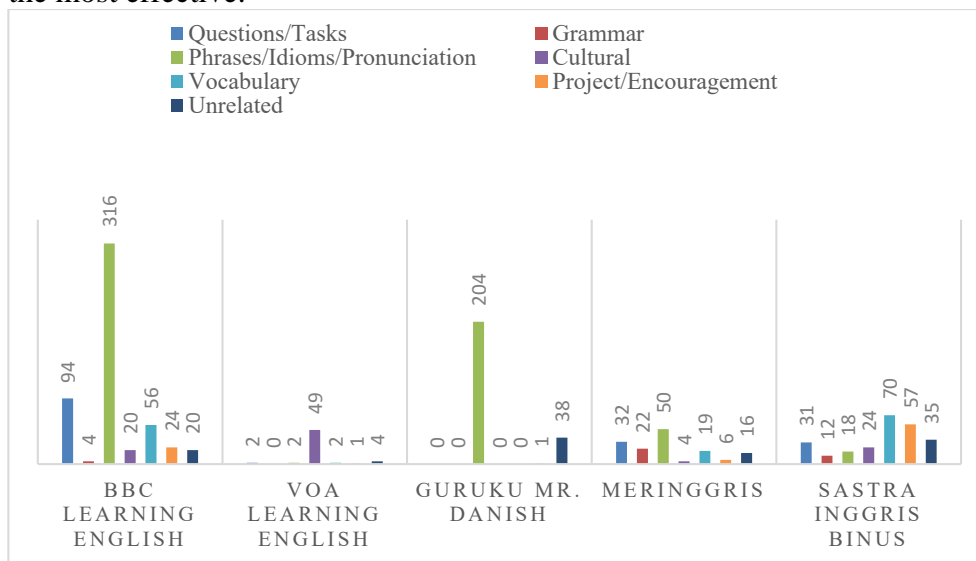


Figure 2. Types of Posting

The effectiveness that this research would like to point out benefits both sides of users, those who act as the teachers – in this case the account owner – and the audience as the learners. For the learners, learning a second language through a social media where gaining information in pictures or videos in scrolls, creates less pressure to understand that they are actually learning something just by taking glimpses. The unconscious way of learning is aimed to be introduced to the new normal way of learning languages. The learners are not having the same burden of paying fees and going to classes, Instagram is their everyday digital platform and their virtual learning environment is in their hands and blending in their everyday lives.

Instead, the burden is experienced by the teachers as the account owner. It was mentioned early in the discussion that the commitment of the teachers is needed. One of the Instagram accounts chosen to be where the data is collected from, “VOA Learning English”, happened to stop posting any new materials despite of getting more than fifty thousand followers. Social media are forms of technology that “allows learners to connect with each other, with tutors, and with other information resources” (Evans, 2013), therefore the connection between the teachers and the learners must be maintained in order to achieve greater effects. Thus, it is important to keep the Instagram account public so that people can “follow” the account easily. The comment sections are also one of the highlights of staying connected between users. The post type whether the teacher posts questions to attract learners to comment, answer, or discuss makes the top two. One of

the example of question post is from “Meringgris” where it asks “Ask me anything using the word ‘have’”. This post has the total of 93 comments from learners who tried their English language skill into practice. Even though some of the answers are not in the form of questions, the interaction and connectivity exist within this one single post, let alone any other ones.

Other than connectivity, the other challenge is the need to be creative. The top three post types create great amount of engagement because of the information that most people seek for in learning English. Yet, it is not all about the engagement for it is the effect from the creativity of giving the best materials for the audience to learn. “Sastra Inggris BINUS” has a rather well-distributed post types in comparison to the other accounts because it sticks to a daily posting schedule, i.e. Monday Mistakes, Tuesday Tips, Wednesday Vocabulary, Tounge-Twist Thursday, and Freestyle Friday. This method can be good for new accounts to have more dedication of knowing what to post each day. The simple features Instagram has can help teachers to have more autonomy in material development, creating posts, and share English learning materials to whoever follow or merely come and visit.

CONCLUSION

Instagram as the chosen social medium to look at in the importance of proving that social media as teaching platforms are the new normal of language learning. The idea of transforming teaching English as foreign language (TEFL) in the fully digital world with the highlight in material developing has been the trigger to look closer on social media. Social media have been the basic daily needs of most people with personal device and the Internet connection, and looking at the opportunity of learning spaces in those areas is this research conducted for; and the characteristics of accessibility and practicality that technology offer are in Instagram. The research questions relay on the effectiveness of having Instagram accounts dedicated for free English lessons in a short and simple way. From 7 types of posts which are Questions, Grammar, Phrases/Idioms/Pronunciation, Cultures, Vocabulary, and Projects, and Unrelated Posts, the top three posts are Phrases/Idioms/Pronunciation, Questions, and Vocabulary – based on 5 Instagram accounts “BBC Learning English”, “VOA Learning English”, “Guruku Mr. Danish”, “Meringgris”, and “Sastra Inggris BINUS”.

Beside from these finds of what implied to be the most effective types of posts, this research is also putting the benefits for both users, the teachers and the learners. The teachers have the autonomy of developing materials with the simple features Instagram offers. The teachers need to maintain both creativity and connectivity in order to keep their accounts alive and more students come to learn. Meanwhile, students can have the unconscious experience of scrolling in seconds up to one minute learning (of videos) or more. This light and unconscious way to study in the world of

social media is hoped to be what is found more effective in the future learning methods. The study is hoped to be encouraging for teachers to make use of this platform and for students to have daily feeds of English lesson. The further research would be involving much larger data collection with the consideration of interdisciplinary joined research.

BIODATA

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AN EVALUATION ON THE IMPLEMENTATION OF COMPUTER- ASSISTED LANGUAGE LEARNING (CALL) IN ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSROOM

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Abstract: Computer Assisted Language Learning (CALL) has been used to aid second language and foreign language learning. The various uses of CALL have empowered students to be individually active and creative in learning and are considered effective to improve students' achievement (Chambers & Sprecher 1980), although it is not free of challenges and problems during its implementation. As a product combination of technology and pedagogy, it is therefore essential to evaluate these two essential aspects involved in the design of CALL software. This paper describes several aspects in evaluating the implementation of CALL software for second language classroom from the aspects of technological features (hardware, software, and technical problems) and pedagogical factors (design, materials, teacher's role) involved within CALL programs.

INTRODUCTION

The use of technology in education nowadays has becoming prominent to support both teaching and learning processes. One example for this is the worldwide use of Computer Assisted Language Learning (CALL) in second language classroom. Many language institutions have now implemented CALL to support second language learning environment, providing more exposure to the target language input and second language learning experience for language learners. As a result, students are expected to be more familiar in utilizing computer technology, proactive finding information, and creative dealing with the application of materials to support their learning.

Since the first operation of CALL in 1960 in the University of Illinois through PLATO project (Levy 1997), CALL program has evolved over the time which now provides more choices of programs such as communication

feature, multimedia learning and the latest use of computer technology, the internet (Warschauer 1996). For communication, evidence shows that in a number of Australian and American schools, web pages and electronic mail (e-mail) are commonly used to send school news and submit students' homework (Wheeler 2001). In addition, with the availability of internet connection, the World Wide Web (WWW) has provided access for learners to explore information from either internal and external databases available. This helps learners explore more information in shorter time. Also, this easy access allows them to develop their thinking skills as it provides greater flexibility to users to integrate with other learners virtually through the touch of a finger. Lee (2000) maintains that network-based teaching is now given significant contribution to the use of integrated CALL among students. There is also chance for EFL students to interact virtually with native speakers via internet (Lee 2000). In this way, students are no longer being trapped and inhibited with classroom activities where interactions only happen around teachers and peers. In more arranged situation, the use of Computer Assisted Instruction (CAI) for distance learning in the British Open University for instance, is another evidence for the successful application of CALL (Chambers & Sprecher 1983). Thus, the various uses of CALL have „empowered students“ to be individually active and creative in learning and are considered effective to improve students' achievement (Chambers & Sprecher 1980).

Considering many possibilities that CALL may provide to the development of second language teaching and learning nowadays, can it be argued that the use of CALL for English Language classroom has been successfully implemented?

Many schools and institution have implemented CALL environment EFL classroom due to the fact that the implementation of CALL has familiarized language learners in utilizing computer technology, proactive finding information, and creative dealing with the application of materials. In most CALL environment classes, computers are utilized with online and offline programmes to facilitate English language teaching and learning. The University of Mataram, one of the users of CALL technology, has been consistently implementing several CALL programs for the past decade to help EFL learners at particular university level in learning English as a second language. Several types of CALL programs, from electronic dictionaries, multimedia based learning programmes, to offline and online based CALL programs have been adapted to facilitate English language learning. CALL are adapted in most skill subjects offered in English Department, such as Intensive Language Course, General Speaking, Listening, Reading, Paragraph Writing, as well as in some content courses such as Teaching Media, English Grammar, and English Vocabulary. During the implementation period, rarely were CALL programs being evaluated to assess their eligibility. In fact, technical and non-technical problems often occur during the implementation of CALL in second language classroom. According to some researchers, the application of this technology has changed teachers and students roles in classroom (Lam &

Lawrence 2002, Lee 2000) and as a new teaching tool it has unfortunately engendered some constraints for the teachers (Lee 2000). Based on these premises, an evaluation on CALL program has become a salient one. As CALL program is a product combination of technology and pedagogy, it is therefore essential to evaluate these two essential aspects involved in the development of CALL program.

This paper tries to evaluate the implementation of CALL programs for second language learning environment from several aspects of technology (hardware, software, and technical problems) and pedagogy (design, materials, teacher's role) involved within the design of CALL programs. This assessment is conducted by analysing several literatures from research findings and theoretical articles (Brain 1999, Hubbard 1996, Lam & Lawrence 2002, Lee 2000) focused on the utilization of computer based language learning programmes. It is expected to provide adequate information for the development of useful CALL programme's evaluation form.

TECHNOLOGICAL ASPECTS OF CALL

The technological aspects of CALL program is mainly related to the information of the program hardware and software. Evaluating these two aspects can be started by considering some of the basic information about a CALL program (products or sites). This information adequately covers the topic for the intended audience, includes the name of a product, date of publicity, name of publisher, contact detail, product type, speed, language used, and off course the cost. They are likely to be the main aspects to be known prior to purchasing or when starting to do further assessment.

This information seems to be less important Especially when it comes to price, there is an inconvenient fact that CALL technology has high cost to utilise regarding the cost of hardware, software and maintenance. Lee (2000) firmly argues that hardware and software as well as IT staffs are some of the financial obstacles of using this advent technology. Educational institutions in this case need to choose the most affordable price that suits their school budget. Besides, as technology changes rapidly, selecting the most appropriate hardware and software to use among many specifications is a bit difficult. As a result of the improper choice of technology, both teacher and students may negatively be affected (Office of Technical Assessment 1995, cited in Lee 2000).

The availability of hardware and software as the most significant aspects of computer is another problem in selecting this technology (Herschbach 1994, Miller 1997, Office of Technology Assessment 1995, Norburg&Lundblaud 1997, cited in Lee 2000). Sometimes CALL programs can be used for all types of operating system and do not require special hardware specification, such as big RAM (Random Access Memory) and large hard disc space. Conversely, programs containing a lot of graphics and multimedia files may need bigger capacity of RAM to support the speed regarding to the use of graphics as well as video and audio files. Furthermore, certain types of CALL programs may only be able to run

under Windows operating system and may not be compatible for other operating system such as, McIntosh or vice versa.

Another prominent aspect in software requirement is the availability of internet access, because some programs in the form of website need access to internet and other programs may need either just CD-ROM¹ or both CD-ROM and internet access or are just stand alone. Supplementary software related to the presence of other software to run the programs is sometimes needed. For examples are the uses of video player and audio player. So, considering variety of software available in the market, institutions are required to choose wisely the program primarily based on the technical support they have.

Moving on to design, it worths to look specifically at software's interface (program's appearance to the user) and navigation components. Screen layout evaluation focuses on the presentation of output features such as text, pictures, graphics and other multimedia features (background sound and video), as well as their suitability with pedagogical purpose. Bradin (1999) suggests that software format should be consistent to stimulate and help users focus on the tasks instead of making them bored or distracted by the screen display. Besides, the use of pictures and sounds need to be in line with the pedagogical goals in terms of accuracy and authenticity. A good software should adapt aspects of meaningful input, authenticity of the material, and accuracy to the target language. These purposes can also be applied through the availability of feedback to correct students' errors, or even to add additional information of certain knowledge. Sometimes, the programs do not provide feedback when the students produced mistakes, or the quality of feedback do not represent meaningful input. This kind of CALL program of course may lead misunderstanding to learners, and therefore is less recommended to support language learning.

One more technical problem worths mentioning here relates to the use of navigation buttons and icons in CALL program. Navigation buttons or icons installed need to be simple and easy to provide more flexibility and accessibility for the users whilst exploring throughout the program. Accessibility also means allowing users to do more exploration in the middle of a task such as printing, hiding graphics, saving uncompleted task, or even playing with the sound and video. For language learners in particular, easy access to electronic dictionary in the middle of a task may provide more meaningful and effective learning situation for learners. Flexibility as such will provide better assistance in facilitating language learners, and as a result will create a more meaningful learning condition for learners.

PEDAGOGICAL ASPECT OF CALL

Besides assessing the technical aspects of CALL program, it is imperative to formulate a number of reasonable questions which highlight the most relevant concern to a set of approach-based evaluation criteria

¹ A compact used as a read-only optical memory device for a computer system.

(pedagogical features). Based on Hubbard's (1996) framework of CALL program design, two main criteria of language teaching approach and computer delivery system need to be evaluated under the implementation of CALL. Language teaching approach underpins linguistics and learning assumption to find the relevancy between software and approach (teacher fit). Linguistics assumption relates to the evaluation of materials in relevancy with the stated objectives, syllabus and method (Hubbard 1996). Language materials can be arranged in certain type of syllabus. Structural to task-based syllabus can be used to present the materials. Syllabus is recognized from the method used, the way language is introduced and used in presentation, practice, production and learning activities.

In order to formulate these pedagogical aspects, it is imperative to know the target users, in this case the target students, the goals of the target students, and the setting for the implemented software. It is known that target learners may vary depend on age, cultural background, reasons for learning a language, as well as their learning style. Different age of learners may have to receive different types of treatment, as no such a treatment can be applied to all ages of learners.

The assessment towards CALL program should also scale the accuracy of cultural aspect based on the belief that language and culture is inseparable. These factors need to be assessed beforehand in order to determine the right software. In short, in order the program to fit the students' pedagogical needs, it needs to have a curriculum built into it.

THE ROLES OF TEACHERS AND STUDENTS IN CALL CLASSROOM

Another aspect that needs to be looked at in the running of CALL environment classroom, is the roles of teachers and students. Some researchers argue that the application of CALL in English language classroom has made some changes to the roles of teachers and students. They assert that teacher's role is not only as an expert of the subject matter and a decision maker but also as a facilitator, resource person and advisor, whilst students have more freedom to manage their learning in finding data and meaning (Gremo & Abe 1985, Johnson et al. 1998, Lee & VanPatten 1995, Smith & Kolosick 1996, cited in Lam & Lawrence 2002). This mirrors a metamorphosis of students' education from passive learners to more active learning participants. Students participate more in class by working a lot with computer and having a discussion with their classmates or peers, whereas teacher has less control but still responsible in maintaining the learning situation.

However, in what level teachers should release their control to let learners manage their learning is another challenge for teachers (Wheeler 2001) in CALL situation. In fact, even though computer provides better language practice, teacher's role is still irreplaceable. There are some tasks that cannot be carried out with the assistance of solely computer. In a study conducted by Lam & Lawrence (2002) for instance, CALL situated students are more likely to rely on their teacher as a source of information when they

had to finish a task in limited time. This act is also motivated by the students' unfamiliarity with the applied program. In this case, students depend a lot more on the classroom teacher, before they can finally adjust with technological barrier. For effective implementation of CALL, teacher's role in CALL classroom needs to adapt with the students needs. In this sense, teacher's flexibility to change function from merely a source person to a person with more facilitative function is a challenge for language instructor.

Despite the changing of teacher's role in CALL situated classroom, it is also worth considering that this technology is new for many teachers. As technology changes rapidly, many teachers inevitably had to acquire new skills in CALL environment and to struggle implementing it effectively. In fact, many teachers still find it difficult to apply CALL because of their knowledge limitedness about the program. As Wheeler claims

“...how teachers should adapt current teaching skills to accommodate the introduction of Information and Communication Technology (ICT) is only just the beginning. In the meantime, teachers now have to grapple with how to apply new technologies effectively to teaching learning.” (Wheeler 2001: 9).

This shows a clear imbalance between the development of CALL technology and the capability of tutors who are mostly responsible for the application phase in classroom. Due to this problem, more trainings to familiarize teachers to CALL program and how to run it in the classroom setting are some of the future actions needed to overcome the challenge.

CONCLUSION

In conclusion, despite the various benefits that CALL offers to English Language classroom, unfortunately several instructional components are not progressing at an equal pace. The development of CALL technology must be followed by the empowerment of tutors and students as well as the development of some instructional components. There is a necessity to change some of the curriculum components such as, curriculum evaluation, record keeping, communication, teaching methodology and students' evaluation (Wheeler 2001). As the role changing, it is a challenge for teachers to manage the CALL classroom setting without losing their power of control. Problem with over-budgeting is also crucial. Chambers & Sprechers (1983) suggest that the utilization of computer in Computer Assisted Instruction (CAI) in general or CALL in particular may adequately provide technology with lower cost.

Considering that the evaluation of CALL programs is a challenging task, several important actions are needed to be figured out for the development of this technology in the future. The result of Software evaluation can reveal the real quality of language software available nowadays and hopefully will provide more valuable inputs to develop the future application of CALL technology in foreign language classroom.

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CONVENTIONAL LANGUAGE TEACHERS' STRUGGLE ON USING TECHNOLOGY

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Abstract: Indonesia has tremendous development in teaching system over decade, which brings shift on education system related to the raising of human resources qualification standard, national curriculum, and technology usage in teaching and learning process. Being sophisticated of using technology has triggered teachers on delivering their teacher material and it comes more easily on doing teaching. The technology are being very familiar and friendly for the young sophisticated teachers instead of those who had served their teaching expert for very long terms before the technology became the part of education. The lack of knowledge of technology and the pessimistic feeling on learning it become barriers that they could not push away from. This paper investigates the incapability on exposing technology on teaching which is mostly experienced by those who had long time periods on teaching and they remain implementing conventional method on teaching language. The facts show that they struggle with the using of technology opposite to the students' needs and capability of it. Besides the barriers appear on teaching activities that they have to struggle with, the other problems are on the teachers' administration fulfillment in order to legitimate their profession that should be acknowledge by the government.

Keywords: Conventional, Language Teacher, Struggle, Technology.

INTRODUCTION

Teaching language is always as interesting as having conversation with friends, families or colleagues. It tends to thrive and need better horizon on maintaining it valuable and acceptable. Providing current teaching material, media and method in line with students' knowledge and competence of the up to date technology is thing that teachers cannot avoid from. By applying proper teaching design that covering up students' needs and demands will create the critical learning atmosphere and lead students to have better understanding of teaching material instead of the classical one as it stated that technology has the power to utterly transform learning, there

are occasions where it can actually serve to reinforce linguistic, social and cultural hegemonies, rather than challenging them (Rassool, 2000).

Technology development helps teachers and students exploring the teaching and learning needs in some way. By implementing CALL (Computer Assisted Language Learning) in teaching foreign language for instance, students are able to enhance their achievement, provide authentic learning materials and experiment their learning independently by exploring dictionaries, students-teachers link, blog and web writing, pronunciation, grammar, vocabulary, games, quizzes, puzzles applications as stated by Beatty “given the breadth of what may go on in computer-assisted language learning (CALL), a definition of CALL that accommodates its changing nature is any process in which a learner uses a computer and, as a result, improves his or her language (Beatty, 2003: 7). In addition, she argues that CALL has come to encompass issues of materials design, technologies, pedagogical theories and modes of instruction. Materials for CALL can include those which are purpose-made for language learning and those which adapt existing computer-based materials, video and other materials (Beatty, 2003: 8), which means that students’ autonomy infinitely in accessing world - wide information, e-books, journals, articles, encyclopedias helps them strengthen their linguistics intelligence and skill.

Some facts show that teachers in Indonesia remain implementing conventional teaching method and avoiding of using technology for their low competence of it theoretically and practically. The reluctant acceptance of technology influenced by the availability of computer hardware and software in certain schools especially in rural area and by the teachers’ age that presumably has become their thought that they are not necessarily learning technology for their short active duty period which takes more times and commitments and eventually those are their biggest challenge on immersing their teaching with technology. Instructors tend not to use technologies that require substantially more preparation time, and it is tough to provide instructors and learners access to technologies that are easy to use (Herschbach, 1994: 276).

The wrong conception about technology brings conventional language teachers experience barriers on teaching regarding to the government and students demands of sophisticated technology. Teachers are obligated submitting papers and administration instrument required as the professional. Yet, students are being involved with technology in their everyday life for their social interactions among friends and family. It would be significant problems when there is no engagement between teacher and students in teaching and learning activities caused by this gap. It leads a question how are the conventional language teachers struggle on using technology which involves all 85 English teachers of senior high schools in Kabupaten Klaten as the subject of the study.

METHOD

This study belongs to the qualitative research which classified into case study and on collecting the data, the research was conducted using questionnaire which was disseminated to 85 English teachers of senior high schools in Kabupaten Klaten and interviewing them to find out the answer of how many of them are classified into conventional teachers and apparently the number of conventional teachers are apprehensive. It can be drawn from the questionnaire given, from 85 teachers questioned about the using of technology and teacher-centered teaching approach, 63 of them belong to the conventional teachers classification. Moreover, the rest of them or 22 English teachers have implemented learners-centered teaching approach and used technology on teaching and learning activities. The interview was used to gain the further information related to the factors, barriers and their efforts on applying technology on teaching and learning process.

DISCUSSION

Conventional Teachers

Conventional teacher here refers to the teachers who remain implement teachers-centered teaching which the content of teaching is established by a curriculum and learners study the same material and topic simultaneously. Teachers provide learning materials with limited information on it which typically isolated and disconnected from each other. Learners find the correct answers rather than construct any one of the possible correct answers. Paper based activities are used and textbook is the only learning source. Students which taught by using teacher-centered teaching approach tends to have low motivation on learning and it require little or no critical thinking. The extension rule is defined as follows.

Traditional teaching is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teacher and they play the role of instructor (in the form of lectures) and decision maker (in regards to curriculum content and specific outcomes). They regard students as having 'knowledge holes' that need to be filled with information. In short, the traditional teacher views that it is the teacher that causes learning to occur (Novak, 1998: 24).

Teachers' Perception of Technology

The 63 teachers of English in senior high school are classified into conventional language teachers. However, they have positive perception of technology that should be used in teaching activities. Almost all of them argued that by using technology in the classroom the teaching are more likely easier to do and they are not limited on finding teaching and learning sources, materials, and media.

In opposite to their positive perceptions, they also revealed some barriers that they have been facing over years on using technology. 57 participants thought that insufficient time of learning computer and internet has become the major obstacle. Their volition of developing their ability on operating technology appears with their feeling of being not enough confident to do so simultaneously. They felt tremendously difficult improving their skills because of the lack of technology knowledge. 17 participants stated that technology is more likely as their enemy because of its complexity, 11 participants argued that technology is an interesting and challenging but they realize of their incompetence and reluctance on learning it.

Teachers argue when they use technology they have to expand content of teaching materials broader and deeper which should integrate it with teaching strategy in line with curricula and classroom activities design. They also have to manage the new role as technology applied in classroom. Teachers' roles as facilitator need to learn how to use software and hardware simultaneously and must be able to apply it to a variety of teaching and learning situations.

They all agreed that technology is full of meticulous details, expensive and takes time, although they are aware of several variables constrained them to use technology regarding to not only their teaching method but also their professional administration which must be submitted or reported regularly to the government data base because of it required the IT based system.

Teachers' Effort on Using Technology

Based on teachers' perceptions, it indicates that they have serious obstacles in operating and integrating teaching methods into technology. It assumed that policies from government may be needed and applied for some reasons. Teachers' positive perception to technology must be supported as the fundamental motivation on learning it rather than avoiding it. This study also revealed teachers' efforts on using technology.

As the regulator, government has made some fundamental policies regarding to technology enhancement on teaching and learning environment. Government budget posting have been increased every year for schools equipments to support technology, from the government funds, schools should provide computers, internet, LCD projectors, computer laboratory. Moreover, the ministry of education obtained policies that stated in curriculum 2013 which all learning subjects should be integrated with technology through teaching methods, media and strategies. The other government's effort on enhancing teachers awareness of technology is all of teachers' professional administration should be submitted using technology based.

All of the government's effort followed by the substantial question, how do conventional language teachers who consider technology as the most difficult thing to be applied struggle with all demands and requirements on using it?. Based on the data collected from questionnaire and interview, teachers who classified into conventional and lack of technology based competence are facing complex barriers in developing their professional needs. This particular sample is diverse geographically, by economical classes, and by school accreditation grade and social characteristics. They do expect to have courage and volition in learning technology as the regulation and requirement said. Through schools program which supported them on developing their ability on using technology, teachers offered to join some trainings that facilitated by schools which specifically learn software, hardware, internet operation.

Teachers also provide smart-phone which connected into various social media in order to enhance their technology knowledge and skills in order to maintain their relationships among friends, colleagues, and families. In addition, they also provide laptop or computer at their home to facilitate them to have individually learning media.

CONCLUSION

This study has revealed the substantial problems dealing with technology usage that has been faced by conventional language teachers in Indonesia for years. In terms of solutions should be provided for matter handling, government through school regulation should provide supporting system as the language conventional teachers need it. Institutional trainings and courses are required for each school to accommodate those who learn and develop their capability on using technology. Moreover, schools should provide facilities to support technology development. To maintain conventional teachers' self-confidence and self-esteem on being stable, the training should be done after school session has over and they are joined the confidential trainings and courses. To avoid teachers of being reluctant on joining the training, schools are required to give them weekly instrument of worksheets that should be done and fulfilled using computer and internet and it is used as one of their working assessments. The basic substance of the problem that faced by conventional language teachers is they need helps to learn technology and expand their knowledge. They need of being facilitated and trained as well.

BIODATA

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ISBN 978-602-556-650-9



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