



THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA &  
ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA



International  
Conference  
2016

**8 - 10**

**September 2016**

University of PGRI Adi Buana Surabaya  
Indonesia

# PROCEEDINGS

“Creativity and Innovation in  
Language Materials Development and  
Language Teaching Methodology  
in Asia and Beyond”



THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA &  
ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA



International  
Conference  
2016

**8 - 10**  
**September 2016**

University of PGRI Adi Buana Surabaya  
Indonesia

# PROCEEDINGS

“Creativity and Innovation in  
Language Materials Development and  
Language Teaching Methodology  
in Asia and Beyond”

# ABOUT UTS:INSEARCH

UTS:INSEARCH is the premium pathway provider to the University of Technology Sydney (UTS), one of Australia's leading universities. We offer leading Academic English programs, UTS Foundation Studies (on behalf of UTS) and a broad choice of higher education diplomas. As one of the top English Language providers we have been teaching English to international students for more than 25 years.

UTS:INSEARCH is committed to bringing university success to more students around the world. In Indonesia, students can study our **Pathway to UTS - Business** and **Pathway to UTS - Engineering** programs through UIC College. These programs are equivalent to the corresponding UTS:INSEARCH Diploma.

## OUR ENGLISH PROGRAMS

With our **Academic English (AE) program**, students can improve their ability to communicate in English and gain the skills they need for further academic study. Not only will students become more confident in social situations they will learn how to prepare for their future career.

UIG English is a joint partnership between UTS:INSEARCH and Indonesia's Kompas Gramedia Group to deliver the UTS:INSEARCH Academic English program in Indonesia. UIG English is the exclusive provider of the UTS:INSEARCH Academic English program in Indonesia and is supported by highly professional and experienced teachers with international certification to deliver the program.

Students can choose to study at UIG English centres at one of the following locations: Jakarta Selatan, Jakarta Barat, Serpong, Yogyakarta and Bintaro.

 **UTS | INSEARCH**



[insearch.edu.au/english](https://insearch.edu.au/english)

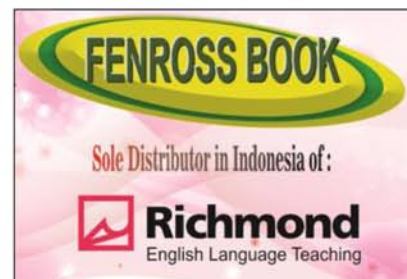
## We would like to Thank the Main Sponsors of the Event



**CAMBRIDGE**  
UNIVERSITY PRESS



Indonesia Foundation



## FOREWORD

Today's language teaching needs creative and innovative ways to design and use language materials that learners can exploit to expand their language repertoire and develop their language ability as they engage with a myriad of texts and activities or tasks inside and outside the classroom. With this in mind, the 63<sup>rd</sup> TEFLIN Conference brings up a central issue on "*Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond*." Drawing on this central theme, the conference develops several sub-themes: a) the development of language materials for content-based instruction, b) the development of language materials for text-based instruction, c) the development of language materials for genre-based Instruction, d) approaches and methods in language teaching, e) techniques and procedures in language teaching, d) technology-based language instruction, f) the role of technology in innovation in ELT methodology, g) the role of technology in language materials development, h) creative writing in ELT (Literature-Based Language Instruction).

As an academic forum, the great focus is in its proceedings as the center of publication for its presenters. It is aimed at maximizing the value of the publication as the outcome of the conference. It is intended that the proceedings can be as a global publication. The quality of the proceedings as a means of publication in this year's edition should be improved. The committee has applied the system for abstract selection of which the criteria is the consistency with the conference's theme. Reviewers have the right to select the papers based on the abstract that have been submitted to the committee.

The coverage of the sub-themes for this year's conference is broadened to certain areas. Bear in mind that the main and solely theme of materials development for language teaching and methodology is not limited to certain topics. To cope with the central theme, some additional sub-themes are offered to the conference's audience to write their research findings into expected academic paper. This year's papers which are selected to be presented in the conference reach more or less than 422. There are more than 400 papers which will be published in proceedings. Other opportunities of publication are offered by TEFLIN Journal as well. For next year's edition, two papers have been selected out of the submitted papers. To add the chance of the conference's publication, some papers have been selected to be further reviewed for Scopus-Indexed publication. In addition, from papers are accepted by A Journal of Culture, English Language Teaching and Literature (Celt), Soegijapranata Catholic University Semarang to be published in the year of 2017.

The growing number of papers presented in the conference is indicating an increase in the need for publication of research findings. Therefore, TEFLIN's conference proceedings are entrusted to be an academic forum to share thoughts, reflections, experiences related to academic works for teachers, lecturers, researchers, educators who continuously write, present, and publish their academic works.

Finally, we would like deliver great appreciation to the organizers, presenters, writers, and all parties who have been contributing directly and indirectly to the publication of the proceedings.

Surabaya, September 2016

The Committee

## LIST OF INTERNAL AND EXTERNAL REVIEWERS

### INTERNAL REVIEWERS

- |                              |                        |
|------------------------------|------------------------|
| 1. Endang Mastuti Rahayu     | (Adi Buana University) |
| 2. Ferra Dian Andanty        | (Adi Buana University) |
| 3. Nunung Nurjati            | (Adi Buana University) |
| 4. Dyah Rochmawati           | (Adi Buana University) |
| 5. Wahyu Bandjarjani         | (Adi Buana University) |
| 6. Siyaswati                 | (Adi Buana University) |
| 7. Salim Nabhan              | (Adi Buana University) |
| 8. Irfan Rifai               | (Adi Buana University) |
| 9. Hertiki                   | (Adi Buana University) |
| 10. Fajar Susanto            | (Adi Buana University) |
| 11. Nukmatus Syahria         | (Adi Buana University) |
| 12. Joesasono Oediarti       | (Adi Buana University) |
| 13. Lambang Erwanto Suyyajid | (Adi Buana University) |
| 14. Rikat Eka Prasetyawan    | (Adi Buana University) |
| 15. Rahmad Hidayat           | (Adi Buana University) |
| 16. Titah Kinasih            | (Adi Buana University) |
| 17. Endah Yulia Rahayu       | (Adi Buana University) |
| 18. Maslakhatin              | (Adi Buana University) |

### EXTERNAL REVIEWERS

- |                                      |  |
|--------------------------------------|--|
| 1. Abdul Ghani Abu                   | (University Pendidikan Sultan Idris Malaysia)  |
| 2. Mohamad Razak Abdul Karim         | (Open University Malaysia)   |
| 3. Aslam Khan Bin Samahs Khan        | (Institute of Teacher Education<br>International Languages Campus Kuala<br>Lumpur, Malaysia) |
| 4. Noriah Talib                      | (Institute of Teacher Education<br>International Languages Campus Kuala<br>Lumpur, Malaysia) |
| 5. Fazlinah Binti Said               | (Institute of Teacher Education<br>International Languages Campus Kuala<br>Lumpur, Malaysia) |
| 6. Rozanna Noraini Amiruddin Albakri | (Institute of Teacher Education<br>International Languages Campus Kuala<br>Lumpur, Malaysia) |
| 7. Handoyo Puji Widodo               | (Shantou University, China)  |
| 8. Ahmad Idris Asmaradhani           | (Graduate School of English Education,<br>IKIP Mataram, NTB)                                 |
| 9. Herri Mulyono                     | (University of Muhammadiyah Prof. DR.<br>HAMKA)  |
| 10. Mukrim Thamrin                   | (Tadulako University Palu)   |
| 11. E. Sadtono                       | (Ma Chung University, Malang)  |
| 12. Gunadi Harry Sulistyono          | (Universitas Negeri Malang)  |
| 13. Suparmi                          | (Maulana Malik Ibrahim State Islamic<br>University, Malang)                                  |

- |                               |  |
|-------------------------------|--|
| 14. Rina Sari                 | (Maulana Malik Ibrahim State Islamic University, Malang) |
| 15. Achmad Farid              | (Universitas Pesantren Tinggi Darul Ulum Jombang)        |
| 16. Veronica L Diptoadi       | (Universitas Katolik Widya Mandala)                      |
| 17. Anita Lie                 | (Universitas Katolik Widya Mandala)                      |
| 18. Agustinus Ngadiman        | (Universitas Katolik Widya Mandala)                      |
| 19. Harto Pramono             | (Universitas Katolik Widya Mandala)                      |
| 20. Siti Mina Tamah           | (Universitas Katolik Widya Mandala)                      |
| 21. Ruruh Mindari             | (Universitas Katolik Widya Mandala)                      |
| 22. Luluk Prijambodo          | (Universitas Katolik Widya Mandala)                      |
| 23. Mateus Yumarnamto         | (Universitas Katolik Widya Mandala)                      |
| 24. Yohanes Nugroho Widiyanto | (Universitas Katolik Widya Mandala)                      |
| 25. Agnes Santi Widiati       | (Universitas Katolik Widya Mandala)                      |
| 26. Fabiola D Kurnia          | (Universitas Negeri Surabaya)                            |
| 27. Flora Debora Floris       | (Universitas Kristen Petra)                              |
| 28. Salimah                   | (Universitas Airlangga)                                  |
| 29. Yerly A Datu              | (Universitas Surabaya)                                   |
| 30. Rida Wahyuningrum         | (Universitas Wijaya Kusuma)                              |
| 31. Rica Sih Wuryaningrum     | (Universitas Wijaya Kusuma)                              |

#### **SETTING AND TYPESET**

1. Irfan Rifai
2. Catherine Sitompul
3. Salim Nabhan
4. Hertiki
5. Maslakhatin
6. Aryo Wibowo
7. Samsul Khabib
8. Armelia Nungki Nurbani
9. Lutfi Prahara
10. Abdul Ghoni
11. Ratna D Wiranti
12. Desi Priskawati
13. Dinda Dwiki Prasista
14. Ahmad Azzam Ridhoi
15. M. Ndaru Purwaning Laduni
16. Triana Mey Linda

#### **COVER**

Tantra Sakre

## LIST OF INVITED SPEAKERS

No.	Name	Affiliation
1	Prof. Lesley Harbon	University of Technology, Sydney
2	Dr. Lindsay Miller	City University of Hongkong
3	Christine C.M. Goh, PhD	Nanyang Technological University, Singapore)
4	William Little	Regional English Language Officer, US Embassy
5	Dr. Willy A Renandya	Nanyang Technological University, National Institute of Education, Singapore
6	Joseph Ernest Mambu, PhD	Satya Wacana Christian University, Salatiga, Indonesia
7	Made Hery Santosa, PhD	Ganesha University of Education, Bali, Indonesia

## LIST OF FEATURED SPEAKERS

No.	Name	Affiliation
1.	Dr Chan Yue Weng	RELc
2.	Payupol Suthathothon	Thai TESOL
3.	Ted O'Neill	JALT
4.	Colm Downes	British Council
5.	Lai-Mei Leong	MELTA
6.	Nicholas Millward	CamTESOL
7.	Sothearak Norng	CamTESOL
8.	Brad Hughes	University of Technology Sydney
9.	Dr. Aurora Murphy	University of Technology Sydney
10.	Dr. Neil England	University of Technology Sydney
11.	David Akast	British Council
12.	Ann Eastlake	British Council
13.	Michael Little	British Council
14.	Itje Chodidjah	British Council
15.	Aslam Khan Bin Samahs Khan	Institute of Teacher Education International Languages Campus Kuala Lumpur, Malaysia
16.	Zoe Kenny	IALF Surabaya, Indonesia
17.	Wendy George	Aliansi Lembaga Bahasa Asing



**UNIVERSITY PRESS  
ADIBUANA SURABAYA**

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means: electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without prior written permission from the writers.



## TABLE OF CONTENTS

<b>FOREWORD .....</b>	<b>ii</b>
<b>LIST OF INTERNAL AND EXTERNAL REVIEWERS .....</b>	<b>iii</b>
<b>LIST OF INVITED SPEAKERS .....</b>	<b>v</b>
<b>LIST OF FEATURED SPEAKERS .....</b>	<b>vi</b>
<b>TABLE OF CONTENT .....</b>	<b>vii</b>
 <b>LOCAL WISDOM CONTENT OF ENGLISH LESSON MATERIALS TOWARD GLOBAL COMPETITION OF INDONESIA .....</b>	 <b>1</b>
Adzanil Prima Septy .....	1
 <b>DESIGNING ESP MATERIALS OF ENGLISH TOURISM SUBJECT AT ENGLISH EDUCATION AND TRAINING PROGRAM OF UNISKA BANJARMASIN .....</b>	 <b>10</b>
Angga Taufan Dayu .....	10
Raudhatul Haura .....	10
 <b>DESIGNING LEARNING MATERIALS FOR YOUNG LEARNERS IN TEACHING SPEAKING THROUGH NURSERY RHYMES SONGS .....</b>	 <b>17</b>
Aprilia Riyana Putri .....	17
 <b>STRATEGIES IN TEACHING AND ASSESSING READING COMPREHENSION SKILLS: WAYS TO MAXIMIZE ITS BACKWASH ON LEARNING .....</b>	 <b>24</b>
Ari Purnawan .....	24
 <b>THE EFFECT OF EXTRA-CURRICULAR ACTIVITY ON THE STUDENTS' ACHIEVEMENT IN WRITING .....</b>	 <b>30</b>
Darmawati .....	30
Yesi Irianti .....	30
Erlindawaty .....	30
 <b>THE EFFECTIVENESS OF USING LECTURE BINGO ON THE STUDENTS' ACHIEVEMENT IN SPEAKING AT ENGLISH DEPARTMENT FKIP UMSU .....</b>	 <b>38</b>
Dewi Kesuma Nasution .....	38
Fatimah Sari Siregar .....	38
 <b>CONSIDERING THE SYSTEM OF ENGLISH SOUNDS IN EFL CLASSROOM INDONESIA .....</b>	 <b>43</b>
Dyah Kusumastuti .....	43
 <b>TEACHING LISTENING ABILITY BY USING BLENDED LEARNING APPROACH TO THE STUDENTS OF THE SECOND SEMESTER OF ENGLISH EDUCATION STKIP MUHAMMADIYAH PRINGSEWU LAMPUNG ACADEMIC YEARS 2015 / 2016 .....</b>	 <b>49</b>
Fatma Yuniarti .....	49
 <b>MOVIES PROVIDE EXCELLENT AUTHENTIC INPUT IN THE L2 SPEAKING CLASS .....</b>	 <b>57</b>
Festif Rudolf Hoinbala .....	57
 <b>THE APPLICATION OF MIND MAPPING IN WRITING A NARRATIVE TEXT ...</b>	 <b>64</b>
I Gusti Ayu Sri Krisnawati .....	64
Luh Sutjiati Beratha .....	64
Ni Luh Nyoman Seri Malini .....	64

<b>BOOSTING IN ENGLISH AND INDONESIAN RESEARCH ARTICLES: A CROSS-CULTURAL AND CROSS-DISCIPLINARY STUDY .....</b>	<b>71</b>
I Nyoman Suka Sanjaya .....	71
A.A. Raka Sitawati .....	71
Ni Ketut Suciani .....	71
Made Ardhana Putra .....	71
<b>ACCOMMODATING THE WORLD ENGLISHES IN ENGLISH LANGUAGE TEACHING MATERIALS: NEEDS ANALYSIS .....</b>	<b>76</b>
Jumariati .....	76
Asmi Rusmanayanti .....	76
<b>LEARNING LOG TO MUSHROOM STUDENTS' REFLECTIVE LEARNING .....</b>	<b>81</b>
Lilia Indriani .....	81
<b>INTEGRATING LOCAL WISDOM IN ENGLISH TEACHING PROCESS .....</b>	<b>87</b>
Nur Cahyani .....	87
Novita Dyah Forentina .....	87
<b>DESIGNING ENGLISH CONTENT BASED MATERIAL FOR TEACHING NURSING .....</b>	<b>95</b>
Rohayati .....	95
<b>EXPLOITING THE USE OF TIMELINES TO INVOLVE THE LEAST PARTICIPATING STUDENTS IN SPEAKING ACTIVITIES .....</b>	<b>104</b>
Salimah .....	104
<b>THE IMPLEMENTATION OF INTERCULTURAL COMMUNICATIVE LANGUAGE TEACHING (iCLT) AT A SURVIVAL SPEAKING CLASS .....</b>	<b>109</b>
Samsul Arifin .....	109
<b>USING ANIMATED CLIP FILM, BLENDED ON LEARNING AND DICTOGLOSS TECHNIQUE TO IMPROVE LISTENING SKILL OF FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT, FACULTY OF LANGUAGE AND SCIENCE AT WIJAYAKUSUMA SURABAYA UNIVERSITY .....</b>	<b>114</b>
Siti Azizah .....	114
Lusy Tunik Muharlisiani .....	114
<b>HUMOR AS A TEACHING STRATEGY IN THE EFL CLASSROOM .....</b>	<b>122</b>
Suharno .....	122
<b>CHALLENGES ON PRE-SERVICES TEACHER'S PEDAGOGICAL COMPETENCE .....</b>	<b>127</b>
Sumani .....	127
Samsul Arifin .....	127
<b>COLLABORATIVE WRITING STRATEGY TO IMPROVE STUDENTS' WRITING ARGUMENTATIVE ESSAY .....</b>	<b>132</b>
Umdatul Khoirot .....	132
Rosanita Tritias Utami .....	132
<b>DEVELOPING CRITICAL THINKING THROUGH MIND MAPPING IN A CONTENT SUBJECT CLASS .....</b>	<b>138</b>
Yulia Indarti .....	138
<b>TECHNOLOGICAL TOOLS FOR ENGLISH LANGUAGE TEACHING FLIPPED CLASSROOMS .....</b>	<b>141</b>
Atiqah Nurul Asri .....	141
Dyah Rochmawati .....	141

<b>THE MEDIATION ROLE OF TASK-SUPPORTED TEACHING IN DEVELOPING SPEAKING SKILL: A SOCIOCULTURAL PERSPECTIVE .....</b>	<b>147</b>
Maully Halwat Hikmat .....	147
<b>TEXT-BASED IDENTIFICATION AND ONE TO ONE TUTORIAL: ENAHNCING STUDENTS' UNDERSTANDING OF ENGLISH DEPENDENT CLAUSES .....</b>	<b>155</b>
Qanitah Masykuroh .....	155
<b>MALE AND FEMALE EFL STUDENT TEACHERS' AESTHETIC EXPERIENCES OF READING AND RESPONDING TO LIYERARY WORKS .....</b>	<b>162</b>
Lilies Youlia Friatin .....	162
Said Ishkak .....	162
Rachmawati Etika .....	162

# LOCAL WISDOM CONTENT OF ENGLISH LESSON MATERIALS TOWARD GLOBAL COMPETITION OF INDONESIA

Adzanil Prima Septy

[adzanil.septy@gmail.com](mailto:adzanil.septy@gmail.com)

Bung Hatta University – Padang

## ABSTRACT

*The aim of education in Indonesia is to develop students' competence and characters according to the national culture of philosophy, Pancasila, so that they are able participate in the national development and to compete globally. To do so, internalizing a sense of nationalism becomes important through all subjects determined in the national curriculum. This includes English as an international language taught from basic to higher level of education. In this relation, a major critical question is then raised on how English language teaching could lead students to develop, not only English competence, more importantly to internalize an ideal culture and characters for being good Indonesians. English language learning should not simply lead students to copy and understand foreign cultures. It should importantly be addressed to develop their sense of nationalism through which they could demonstrate their English competence to take part in global interaction and competition. However, the objective is often considered difficult to attain. The students' learning success has often been measured through their ability to express English with knowledge content of foreign cultures leading them to disregard their local norms, values, and cultures. Therefore, this paper proposes the importance of local wisdom content in English lesson materials to be considered in developing students' characters related to the sense of nationalism in their English proficiency. In particular, this paper will discuss how teachers should manage English language teaching materials containing local wisdoms and organize them into fun and enjoyable ICT media to optimize students' learning experience.*

**Key words:** *Local wisdom, English lesson materials, Character building, National competitive power, ICT based teaching and learning*

## INTRODUCTION

Like or dislike, globalization has influenced Indonesia socially, culturally, politically, and economically. The globalization is indicated in the extensive relationships in socio-culture, economics, politics internationally resulting such free trade areas (i.e. AFTA), Asian economic community (i.e. MEA), the development of science and technology (i.e. media), and the like affecting all aspects of human life. All these influences are due to the intensive use of international languages such as English, Arabic, Chinese, Japanese, etc.

To compete in the globalization, quality of human resources has become a challenge for most nations in the world to develop. In particular, the quality of human resources would strengthen Indonesia's competitive power in economy, technology, science, as well as culture. This requires Indonesia to always update its education system according to the global conditions (Tilaar, 1999: 56; Siregar, 2012:114).

The national system of education stipulates the importance to develop students' competence and to build their characters aiming to develop a better civil society. To be more specific, the objective of education is to develop students' potential to have faith observing the Oneness of God, practicing noble characters, being healthy, knowledgeable, skillful, creative, and independent, which in turn they become democratic

and responsible citizens for Indonesia development (GOI, 2003, Decree No 20 Article 3). This objective should also apply to English language teaching in schools. The aim of English language teaching (ELT) should not only develop students' English proficiency, but also build appropriate characters according to local/national norms and values in the framework of national culture and philosophy *Pancasila*. In other words, students' English Proficiency (i.e., integrating listening, speaking, reading, and writing skills (Arslan, 2008)), is supposed to strengthen developing appropriate characters according to the cultural values. This may then remain discussions and arguments on how culturally based characters are applied in English language teaching in Indonesia.

As one of the international languages, English is a strategic subject in the national system of education. The aim of English is to develop students' ability to communicate internationally through which their mastery on science and technology could be facilitated. Their English ability will, in turn, give benefit to Indonesia national development. As well, mastering this language will expose the existence of Indonesia as a nation in the global context, will ease Indonesia to take part in business and trading with the global community, and develop and share science and technology (Septy, 2015d).

On the other hand, learning English cannot be separated from learning and understanding cultures particularly where this language is originally native. In a certain circumstance, learning and understanding this target language may affect students' personal traits positively or negatively. Students, for instance, may adapt what they understand into their ways of life, ways of thinking, ways to interact, by copying characters in general and attitudes in particular. Although the characters are not wrong at all, but they could sometimes create conflicts with local norms where students are originated. Consequently, this may lead to some negative perceptions about English language teaching-learning. Besides, English has often been considered a difficult subject. Therefore, a question to discuss is on how to maintain culturally related characters, values and norms in students English language learning.

In connection with the attempts, teachers play a central role to decide what and how learning resources are referred to in managing English language teaching. This suggests that teachers have to carefully select learning resources of culturally based content for English lesson materials. In other words, what culturally based content of the English lesson materials considered appropriate in developing students' English proficiency as well as to build their characters will need an intensive research. This paper will then discuss the implementation of local wisdoms as culturally related resources in English teaching materials, and would offer it as a model for better future of English language teaching in Indonesia.

### **English Learning of Culturally Based Character Development**

Language is used for communication and, in particular, for social and personal interactions. In a communication practice, a speaker reflects his/her personality. So, in a language learning process, developing personality as well as competence in interaction becomes important.

What makes human becomes human is the way how human beings communicate by means of language. In this circumstance, language expressions are naturally influenced by the way they have socio-cultural features (Nuraeni & Alfian, 2012:66-70). As English language learning is concerned, then English language teaching will include learning the way to communicate according to the contexts of socio-culture (Nieto, 2010:146; Sun, 2014; Septy, 2015b).

Referring to the objective of national education, students' English learning is not only to develop English competence, but also to build characters (MOEC, 2013:78-82, Decree No. 64 Concerning Content Standard). In this relation, *Pancasila* is a collective culture with which students should refer to in practicing their ways of life with

communicative competence. In other words, the students are expected to have English competence demonstrating their national and international knowledge characterizing culturally appropriate characters as Indonesians.

Basically, the English language communicative competence may contain a number of aspects related to characters. The aspects of communicative competence include linguistic and discourse mastery as well as social-cultural awareness and understanding, and communication strategy appropriateness (Canale & Swain, 1980; Septy, 2015c:7). Similarly, according to Lane (2001), communicative competence may include (1) ability to adapt (adaptability/flexibility), (2) ability to involve in conversation (conversational involvement), (3) ability to control conversation (conversational management), (4) ability to express empathy (empathy), (5) ability to act effectively (effectiveness), and (6) ability to act appropriately (appropriateness). This means that such communicative competence marks certain character values that speakers may reflect as their cultural identity and these are important to develop in the students' spoken and/or written communication skills.

In short, cultural awareness or understanding may become an important issue in English communicative competence. The ability to communicate should not disregard developing character values that are generated from cultural values, and this could be a determining resource in improving students' English proficiency. Besides, this cultural resource could relate to the process of character building. Therefore, the culturally based resources have to be considered in managing teaching-learning materials.

### **Organizing Local Wisdom in English Learning Materials**

#### **a) Local Wisdom and Attitude Learning**

Language learning may contain some basic principles of life that are socio-culturally transferred through some socio-cultural values and norms (Diaz-Rico, 2004; Septy & Yatim, 2016). Such socio-cultural values and norms could be used as guidelines in daily life. According to Diaz-Rico (2004:266), culture involves belief and values, rhymes, rules, and roles. The culture has explicit and implicit patterns for living, the dynamic system of commonly agreed-on symbols and meaning, knowledge, belief, art, morals, law, customs, behaviors, traditions, and/or habits shared and make up the total way of life in constructing a personal identity.

Such socio-cultural value could be identified in local wisdom. Local wisdom is the source of conventional value naturally grown up and derived from the social and natural environments that then become philosophical-deep thoughts in controlling and developing better socio-cultural system of a certain group of people. Therefore, referring to the purpose of education; character building has been emphasized to develop in education process, and managing local wisdom containing such socio-culturally based values/norms, local wisdoms should be considered to develop in English language teaching.

To be more specific, local wisdom could be regarded as both universal and specific values possessed by groups of people. Originally, local wisdom varies among societies, and it is frequently used as the basis for a group member to have normative and ideal patterns to manage and to organize their socio-cultural system. As a multi-cultural nation, Indonesia has many local values of its traditional-socio-cultural life that could be referred to as learning resources to especially undertake character-based education. So, in this relation, English language learning should not let students to simply copy what they understand from foreign cultures, but more importantly how they can live in their own cultural values reflecting their identity and integrity. This should be the essence of character based teaching (see table 1). Then, it is the role of teachers to manage lesson materials containing such cultural values-local wisdoms in English language teaching.

Character based teaching has also been outlined in the current system of national curriculum. Despite some weaknesses, the current national curriculum of 2013 has integrated competence and character formulated into four main competencies; knowledge and skill (competence) and spiritual and social attitudes (characters) (Ministry of Education and Culture, 2013). In this relation, English lessons should be managed to develop not only students' linguistic mastery of English (i.e. sentence structures, vocabulary, pronunciation, etc.), but also include characters (attitude or personality). The attitudes relate to students' personality religiously and socio-culturally. Although, it is not clear what resources to refer to in developing students' spiritual and social attitudes, this paper suggests to consider relevant religious reference (i.e., Al Qur'an and Al Hadist) and local wisdoms in developing communicative competence of character values.

In particular, lessons from local wisdoms may be identified from the meaning of local legends, folklores, and special places in the village, certain traditional/monumental objects, building, rivers, mount/hill, forest, and the like. As well, themes and topics relevant to daily life could be used to organize teaching-learning materials. Among the themes are health, geography, sport/hobby, environment, transportation, culture/art, industry/economic, etc.

Table 1 lists character values and norms that could be explored from local wisdoms of legends/objects/places for developing English lesson materials. In this circumstance, the lesson materials should not only describe the legends/objects/places. It should incorporate particular meaning of norms and values incorporated in the legends/objects/places to describe and to explain. Excerpt 1 and 2 exemplify how such character values and norms are included in legends/objects/places for organizing teaching-learning materials. Having the materials like this, students could develop their understanding to their local norms and values leading them to build attitudes of social-cultural-spiritual awareness to practice, as well as to develop their English proficiency linguistically.

Table 1. Personality output (character values/norms) that could be identified in local wisdoms

1. Faithful	1. Skillful	1. Scientific
2. Respecting diversity	2. Thoughtful	2. Diligent
3. Tolerant	3. Well-mannered	3. Careful
4. Collaborative	4. Critical	4. Open
5. Appreciative	5. Polite	5. Wise
6. Discipline	6. Handful	6. Simple
7. Responsible	7. Sensitive	7. Sense of pride
8. Self-confident	8. Responsive	8. Aesthetic
9. Brave	9. Communicative	9. Cooperative
10. Love country	10. Independent	10. Participative
11. Regretful	11. Efficient	11. Imaginative
12. Honest	12. Obey rules	12. Integrity
13. Heroism	13. Curiosity	13. Alert
14. Willing to give	14. Not easy to give up	14. Care
15. Giving model	15. Logic	15. Aware
16. Aware of rights and responsibilities	16. Creative	16. Sharing
17. Democratic	17. Innovative	17. Sportive
	18. Productive	18. Love tradition
	19. Respectful	19. Humble

Excerpt 1. Character values/norms of local wisdom from certain legend  
 Legend: Flying Stone  
 (Adapted from student's writing project of local wisdom related material)



Flying stone may sign a disaster that will strike my village. According to the legend, if the stone vibrated, sounded, or even flew, there would sign a disaster striking my village. This phenomenon would last for few days. This phenomenon could be due to a dispute of disagreements on solutions toward social problems being discussed by the community leaders. So, such phenomenon reminds us to establish a good communication and cooperation in finding out the best solutions in social problems as guided in Al Quran QS Ar-Rum: 36.

This text contains description, explanation about the legend, implication on social norms and values, and spiritual guidance/reference.

Excerpt 2. Character values/norms of local wisdom from certain object  
 Object: Thousand Stairs  
 (Adapted from student's writing project of local wisdom related material)



Thousand stairs symbolized a mutual relationship or reunion among villagers from two different villages. This stairs was build long before the Dutch and Japanese occupations in my village Solok regency. The stairs is located on the hip of a hill called *Bukit Papan*. The hill separates the two villages. The stairs was build to ease transportation and communication between the two villagers. The stairs symbolize a spirit of relationship between people from the two different villages that still exists until now as referred to Al Quran QS Al-Hujarat: 10. So, this object teaches us a lesson to build a mutual relationship.

This text contains description, history, implication on social norms and values, and spiritual guidance/reference

#### b) Presenting in ICT Media

Presenting English teaching materials of such local wisdom in Information Communication Technology (ICT) media would benefit both students and teacher. Using ICT media for the teaching may at least have double benefits; (a) to ease teaching and learning and (b) to organize huge lesson materials. To ease the teaching and learning means that ICT media will ease students to understand lesson materials, as well as to ease teachers to manage classroom activities. On the other hand, the ICT media will also help teachers organize massive lesson materials into friendly-user formats.

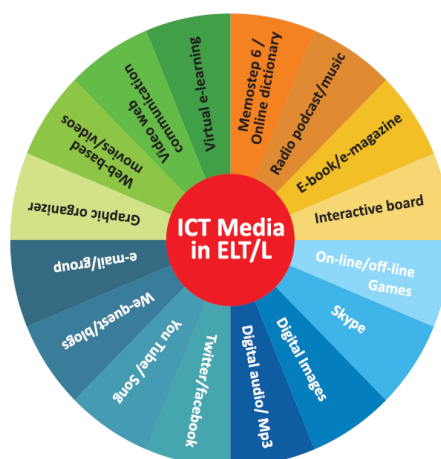
Moreover, there are also other benefits in having the ICT media in the classroom. First, students may feel that they are experiencing the learning in a real context. The ICT media can display still or animated materials that may be impossible to have in a traditional teaching mode and classroom. This is what is called authentic learning (Septy, 2015a). Kelly *et al.* (2002) and Kilickaya (2004) noted that the authentic learning could at least:

- affect students' positive motivation,
- provide actual cultural information,
- provide a real exposure on the target language
- relate to students' needs,
- support creative approaches to learning

As active, creative, effective, and joyful learning (PAKEM) is concerned, teaching English with ICT media may also relate to the PAKEM principles (Septy, 2015a). In this circumstance, students and teacher are involved in active activities. The material designed in the ICT-media could develop students' language skills, as well as promote active learning strategies and interests. Furthermore, the ICT media stimulates active endeavor for students to find their own way to problem solving, and teachers intensively assist them to achieve objectives (Ebrahimi *et al.*, 2013:3-19; Sadeghi & Dousti, 2013:1). Therefore, teachers' ability to artistically design learning materials with the ICT media is a challenge in the current and future English classes.

There are a number of ICT media or computer-based media that could be used in classroom processes. Generally, most of the ICT media are referred to as audio tape, mobile phone, computer, television, radio, video tape and emails, radio podcast, electronic books, electronic email (groups), movies and online videos, web-quest, power-point presentation, digital images, and the like (Thapaliya, 2014: 251; Septy, 2015d). Lesson materials are organized into digital presentations that will make learning more attractive and advantageous (Ibrahim, 2010; Susikaran, 2013; Ebrahimi *et al.*, 2013; Sadeghi & Dousty, 2013; Septy, 2014). Figure 1 shows numerous ICT media. To design and use these media, teachers may choose online and/or offline resources to determine types of application to use to manage local wisdom related teaching materials.

Figure 1. Numerous media teacher may use in teaching



Then, in designing and presenting the lesson materials of media, there are also a number of criteria to consider. The criteria include readability (font size), colors (match colors and pictures, attract interests), clarity (zero noises), and adequacy (relevance to topic/content). As well, there are also several basic principles to note in designing the media. Among the principles are esthetic, skill, knowledge, and economy. It means that in

designing the media, teacher needs to take into account some sense of arts, skills and knowledge to technical applications and knowledge about contents and materials of English language, and economical consideration as well.

## CONCLUSION AND SUGGESTIONS

It is an undeniable fact that globalization needs quality human resources, and having the quality human resources will affect the national development socially, culturally, politically, and economically. Also, the quality human resources would lead Indonesia to have a better civil society. For this purpose, education is regarded as a leading sector by developing students' competence and building their characters.

English language teaching is one of compulsory subjects outlined in the national system of education. The English language teaching is managed to attain the objectives of national education; that is, to develop the quality of human resources which will, in turn, give benefits to develop science and technology leading Indonesia to become a competitive nation.

However, English language teaching may have been perceived to open access for foreign cultures to infiltrate that may create conflicts with local/national cultures and values/norms of Indonesia. As a result, English language teaching is often perceived negatively. To anticipate, culturally related content containing the practices of appropriate character, values and norms according to Indonesia cultures will need to consider in the teaching materials. In this relation, using local wisdom could be considered as a model to manage such appropriate and culturally-friendly resources for English learning materials in order that the students could understand and internalize appropriate values and norms for being good members in their society. This is important as the students are expected to develop their English proficiency while maintaining their identity and integrity as well as their characters and spirit of nationalism. Then such this attempt will rely on the management of English language teaching optimizing the best practice of values and norms in local wisdoms; and using and implementing ICT based media in the teaching materials will make their learning more comprehensive.

To conclude, this paper has discussed the implementation of local wisdoms as culturally related resources in English teaching materials, and has offered this as a model for better future of English language teaching in Indonesia. This is important in English language teaching-learning process nowadays expecting students to be able to demonstrate their communicative competence along with their practice of appropriate characters. Besides, this paper has also suggested some strategic attempts to develop to make English language learning interesting and challenging; using ICT media according to the development of technology.

## REFERENCES

- Arslan, A. (2008). "Implementing a Holistic Teaching in Modern ELT Classes: Using Technology and Integrating Four Skills". *International Journal of Human Sciences*. [Online] <http://mpira.ub.uni-muenchen.de/20707/>
- Canale, M. & Swain, M. (1980). *Approaches to Communicative Competence*. Singapore: SEAMEO RELC
- Diaz-Rico, L.T. 2004. *Teaching English Learners: Strategies and Methods*. Boston: Pearson Educaion inc
- Ebrahimi, N. A., Eskandari, Z., & Rahimi, A. (2013). *The Effects of Using Technology And The Internet On Some Iranian EFL Students' Perceptions Of Their Communication Classroom Environment*. *Teaching English with Technology*, 13(1), 3-19 [Online] <http://www.tewtjournal.org> Pp. 3-19
- Government of Indonesia (GOI). (2003). *Decree no. 20/2003 Concerning National Education System*

- Ibrahim, A M I. (2010). "Information & Communication Technologies in ELT". *Journal of Language Teaching and Research*, Vol. 1, No. 3, pp. 211-214, May 2010
- Kelly, C., Kelly, L., Offner, M., & Vorland, B. (2002). "Effective Ways to Use Authentic Materials with ESL/EFL Students". *The Internet TESL Journal*, Vol. VIII, No. 11, November 2002 [Online] <http://iteslj.org/Techniques/Kelly-Authentic.html>
- Kilickaya, F. (2004). "Authentic Materials and Cultural Content in EFL Classrooms". *The Internet TESL Journal*. Vol. X, No. 7, July 2004 [Online] <http://iteslj.org/Techniques/Kilickaya-AuthenticMaterial.html>
- Lane, D. R. (2001). *Communication Competence Perspective*. Online Lectures <http://www.uky.edu/~drlane/capstone/commcomp.htm>
- Ministry of Education and Culture (MOEC). (2013). *Decree No. 64. Concerning Content Standard*.
- Nieto, S. (2010). *Language, Culture, and Teaching: Critical Perspective*. New York: Routledge Taylor & Francis Group
- Nuraeni, H.G. & Alfian, M.A. (2012). *Studi Budaya di Indonesia*. Bandung: CV. Pustaka Setia
- Sadeghi, K. & Dousti, M. (2013). "The Effect of Length of Exposure to CALL Technology on Young Iranian EFL Learners' Grammar Gain". *English Language Teaching*. Vol. 6, No. 2; 2013 Pp. 14-26
- Septy, A.P. (2014). *ICT-based Media in English Language Teaching and Learning*. Paper Seminar on "Creative English Teaching and Learning Models in the Implementation of 2013 Curriculum Towards Preparing Indonesian Golden Generation 2045". Bung Hatta University Padang, December 11<sup>th</sup>, 2014
- Septy, A.P. (2015a). *Implementing ICT Media in Implementing Character-Competence Content of English Materials*. Proceedings the 3<sup>rd</sup> International Seminar on English Language and Teaching 2015 "Shaping the New Trends of English Teaching and Studies". Padang: Universitas Negeri Padang
- Septy, A.P. (2015b). *ICT Media in English Teaching of Character-Competence Development*. Proceedings the 2<sup>nd</sup> International Seminar on Linguistics (ISOL 2) "Language and Civilization". Padang: Universitas Andalas Padang
- Septy, A.P. (2015c). *Budaya, Seni dan Teknologi serta Peran Guru Bahasa*. Proceedings Seminar Nasional "Bahasa dan Budaya dalam Pengajaran Bahasa Inggris". Padang: Universitas Bung Hatta Padang
- Septy, A.P. (2015d). *The Arts of Technology Based Media in Teaching: Developing Character Competence through Teachers' Designed ICT Media*. Proceedings the 9<sup>th</sup> International Conference "Capacity building for English Education in a Digital Age". Salatiga: Universitas Kristen Satya Wacana
- Septy, A.P. & Yatim, Y. (2016). *Language Potential, Communicative Competence, Culture-Character Adaptation, and the English Language Teaching-Learning*. Proceedings 2016 Jambi International Seminar on Education (2016 JISE). Jambi: Universitas Jambi
- Siregar, E. (2012). *Empat Pilar Kehidupan Berbangsa dan Bernegara*. Jakarta: Setjen MPR RI
- Sun, Y. (2014). *Major Trends in the Global ELT Field: A Non-Native English-Speaking Professional's Perspective*. Plenary Paper in Language Education in Asia, Volume 5, Issue 1, 2014
- Susikaran, R. S. A. (2013). "Integrating ICT into Teaching & Learning: A 21st Century Technology Tool for Continuing Education". *International Journal of English and Education* [Volume:2, Issue:1, January 2013. [Online] [www.ijee.org](http://www.ijee.org)
- Tilaar, A.A.R. (1999). *Beberapa Agenda Reformasi Pendidikan Nasional dalam Perspektif Abad 21*. Magelang: Penerbit Tera Indonesia

Thapaliya, M. P. (2014). “English Teachers’ perceptions and practices of Information and Communication Technologies (ICTs) in Kathmandu District, Nepal”. *International Journal of Academic Research in Education and Review*. Vol. 2(10), pp. 251-258, Dec.2014 [Online] <http://www.academicresearchjournals.org/IJARER/Index.htm>

# DESIGNING ESP MATERIALS OF ENGLISH TOURISM SUBJECT AT ENGLISH EDUCATION AND TRAINING PROGRAM OF UNISKA BANJARMASIN

**Angga Taufan Dayu**

[anggauniska@yahoo.com](mailto:anggauniska@yahoo.com)

*University of Islamic Kalimantan Banjarmasin Indonesia*

**Raudhatul Haura**

*University of Islamic Kalimantan Banjarmasin Indonesia*

## ABSTRACT

*This research focuses with designing ESP material for English Education Program of FKIP Uniska Banjarmasin. The objective of the research is to find out the students' need of English materials and designing the English tourism topic material which are relevant in local tourism. The method of research was qualitative and quantitative.*

*In this research, those steps are modified in 5 steps, namely; students' needs analysis, analyzing the syllabus in order to develop the syllabus, analyzing the existing of English materials in order to develop the materials based on the students need especially preparation on doing job training program in future, validating the new materials to the experts, and revising the new materials. The method of data collection were questionnaire, interview, and documents.. The results showed that ESP tourism-based local relatively varied and diverse. The diversity of the teaching materials is characteristic of local ethnic and common topics. The topics such as the Barito river, Travel Water and island flowers. Based on need analysis from the students' speaking skill is most needed in English material for tourism. The speaking in fluency is the target needs to have communicated to the customer while doing job training in tourism field future.*

**Keywords:** *ESP design material, ESP Tourism and Speaking*

## INTRODUCTION

English for Specific Purpose (ESP) is program instruction in which the content and aims of the course are fixed by specific needs of a particular learner (Richard and Schmidt, 2010). On the other hand, English for specific purposes is a term that refers to teaching or studying for particular career or for businesses in general (International Lecturer Training Organization, 2005). It prepares the learners to use English in their academic such as doctors, nurses and tourism guide. ESP is part of language teaching area but its implementation is still lacking. The problem is not appropriate materials for student needed. Teaching materials has the important role in learning outcome. The lecturers should provide the students with appropriate ESP materials so as to help learners acquire English skills. Material design is one of ESP features in practice because lecturer are required to design material (Widodo, 2010).

In tourism industry, English is used as international language (Crystal, 2003), and is the most commonly used language. There is a growing worldwide need for the people who are working in tourism industry to be able to have better English skills so as to communicate effectively with foreign guests and customers. The growth in tourism industry has created the need for students. In 2015, English Department of Lecturer Education and Training Programme (UNISKA) Banjarmasin introduced Tourism English as the new subject, it adequate the challenging of MEA in Indonesia.

The students are prepared getting success in the future in tourism industry. In response to the boost of foreign tourists visiting Indonesia, many colleges and universities have set up their capability in tourism. The graduates are expected to be able to carry out the operational and supervisory work, to develop business independently in the field of hospitality services and business travel, and to develop their professional knowledge and skills related to tourism industry.

In designing ESP material we need analysis as cornerstone of ESP and leads to a focused course. Analyzing the specific needs of particular group of learners serves as an important starting point in ESP course design. In principle, an ESP approach commences with needs analysis learner (Widodo, 2010). It will help select and prioritize what students need. The ESP course design should be able to identify the target situation and carry out complete analysis of the linguistic features of the situation (Hutchinson and Water, 1987). There are a few guidelines for conceptualizing an entire course. Taba in Saragih (2014) states that the curriculum process includes seven steps; diagnosing needs, formulating objectives, selecting contents, organizing contents, selecting learning experiences, organizing learning experiences and determining evaluations. In relation to designing a language course Graves (2000) points out “designing a language course is as work implementation”. The course designer task approaches starting with the most fundamental feature, the need analysis and situational analysis. The course designer must work through curriculum and syllabus construction; prepare materials and finally modify the course according to the feedback.

The material of ESP for tourism in this study will be focused in student –centered approach. Nunan (1998) states that learner center approach is based on the given constraint that exist in most learning contexts. The lecturer must use class time effectively and teach the aspect which the learner urgently required. A learner-centered classroom is a needs are taken into account as a group as individuals, and they are encouraged to participate in the learning process all the time (Jones, 2007). In addition to the problems above, ESP course was designed for an ESP program focusing mostly on task-based instruction, and was designed especially for tourism English. In this type of instruction, learners participate in communicative tasks in English.

Need Analysis in this study is focused on Need Analysis as proposed by Lowi in Miyake and Tremarco (2005):

1. Target Situation Analysis of learners: the tasks and activities in which English is used
2. Wants, Means and Subjective Need Analysis: personal information about learners including factors that affect the way learners learn such as previous learning experiences, cultural information, reasons for learning ESP and its expectations.
3. Present Situation Analysis: Information about learners’ current skill
4. Lack Analysis: the gap between Present Situation Analysis and Target Situation Analysis
5. Learning Need Analysis: language learning information about the effective ways of learning the skills and language
6. Linguistic Analysis, Discourse Analysis and Genre Analysis: professional communication information about knowledge of how language and skills are used in the target situation.
7. Means Analysis: information about the environment in which the course will be run.

At this time, there are few ESP books for Tourism English in Indonesia. There is no book that contains material that is really needed by the Tourism to support their professional career in the tourism guide field in the future. To overcome this, the writer

decided to design materials based on ESP Needs Analysis.

The objective of research is to design ESP materials for English Department Student based on Need Analysis. Briefly, the Need Analysis of ESP adopted in this research is figured out as the followings:

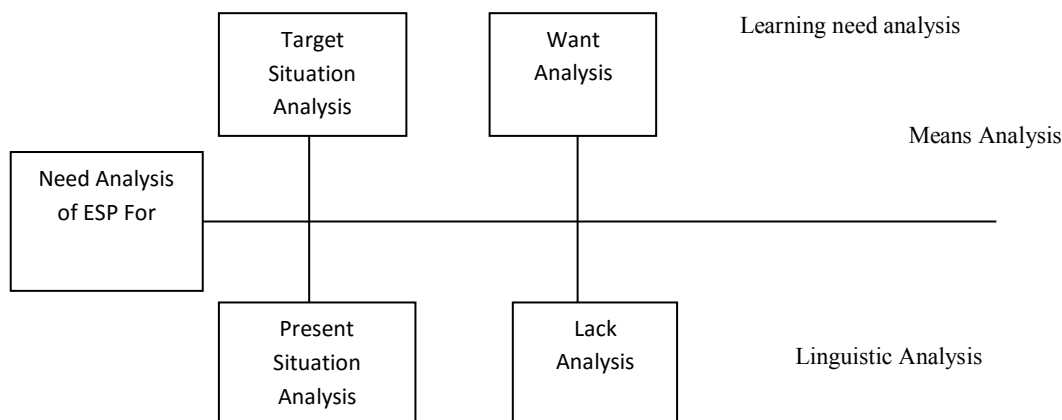


Figure 1. Need Analysis of ESP Tourism

## METHOD

The research used both qualitative and quantitative methods and was carried out to explore learner-centered English materials for Tourism English based on need analysis. To ensure validity and reliability of the results, data were collected from multiple sources including students, ESP lecturers, Disporabudpar directors, ESP experts, which is called triangulation method, providing different viewpoints, which enables researchers to look at something from a variety of perspectives. The instruments used to collect data were tests, questionnaire and interview. The data collected from the needs analysis were combined to design the new materials and experts evaluation served to improve it.

The instruments used to elicit compliments responses were firstly, questionnaires of Target situation Analysis, Present Situation Analysis, Deficiency Analysis, Strategy Analysis, Constraint Analysis, Pedagogic Need Analysis, and Subjective Need Analysis (Lowi , 2009), and secondly interview with ESP Lecturers and Professional guide working in Banjarmasin.

## FINDINGS AND DISCUSSIONS

Table 1. The Language Skills that English Department Students need most in their job

Skills	5	4	3	2	1
Speaking	80%	10%	10%	0%	0%
Listening	40%	400%	16%	4%	0%
Reading	18%	46%	30%	6%	0%
Writing	38%	20%	22%	20%	0%

Table 1 shows the interest percentage of students on language skills. Most of them are very interested in learning ESP *Speaking* activities (80%), followed by *Listening* activities (40%), *Writing* (38%).

Table 2. The situations where students use English Tourism most

Situations	Frequency	Percentage (%)
Travel Agency	28	56
Airline	35	70
Office Work	35	70
Hotel	40	80
Transfer	30	60
Shopping	21	42
Restaurant	26	56
Transportation	18	36
Meeting and Talking People	15	30
Health/ Safety	12	24
Sightseeing	14	28
Recreation Place in Banjarmasin	10	20
Reading Culture of Banjarmasin	4	8
Requesting information by e-mail	3	6

The above table describes the most commonly used opportunities of students in using English. The highest percentage is when Hotel 80%, followed by activities Explaining the city or town and Asking Direction each . However, doing activities on Reading culture of Banjarmasin and Requesting Information by E-mail rank the lowest.

Table 3. Students answer about cultural topics they wish to share with visitor

Topics	Frequency	Percentage (%)
Floating Market	40	80
Barito River	27	54
Tradinational Food	29	58
Sasirangan	17	34
Geography	35	70
Sultan Suriansyah Mosque	45	90
Industry	34	68
Parts of Kalsel (South Kalimantan)	28	56
Others	12	24

In the table 5, the most frequent topics shared by students with visitor are those associated with Sultan Suriansyah Mosque (90%), Floating Market (80%,) and Geography (70%). While the topics that are less shared by students are the topics of clothing and others not included in the questionnaires.

Table 3. The student Preferences Regarding Useful Activities for Learning English

<i>Activities</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Pair work	28	56
Whole class	20	40
Group work	33	66
Out of class work	17	34
Individual	11	22

Table 6 shows that the most desirable activities performed by students in learning ESP for Tourism are group work, pair work and whole class activities. Students do not like individuals activities in learning ESP for Tourism.

Table 7. The Tourism topics the students want most to learn

Topics	Frequency	Percentage (%)
Hotel	39	78
Etnical Tourism	28	56
Airlines	43	86
History of Banjarmasin	36	72
Travel agents	42	84
Air Travel	46	92
Water Transport	22	44
Religion Tourism	20	40
Others	7	14

Table 7 shows that the topics that the students are interested in air travel 92%, 86% airlines, hotel 78% and travel agents 84%

## **FINDING FROM INTERVIEW**

The writer interviewed the head of Disporabudpar of South Kalimantan and lecturer of ESP Subject to get the suggestion and more info about tourism in Banjarmasin.

### **1. Head of Disporabudpar**

He said “tourism industry is prestigoues aspect in Banjarmasin. Banjarmasin has unigue ectnic culture can be introduced to visitor. One of them like Floating Market, Barito River and Martapura Market.

### **2. Lecturers of ESP**

Three ESP lecturers of different institutions were interviewed to have clear information about their experiences on teaching English for Tourism. Majority of lecturers said that they did not have appropriate curriculum for teaching ESP for Tourism. As a consequence, they had to find out the sources from available books which mostly contain general and academic English. In order to adapt with the objectives of the ESP instructions, sometimes they found out material from tourism sites from internet.

## **DESIGNING ESP MATERIAL FOR TOURISM ENGLISH**

After getting information from questionnaire and interview, the next step is to design learning materials of ESP for English Tourism based on Need Analysis. In

designing the course materials, the researcher followed the steps as figured out below. The design procedure of these ESP materials has been verified by ESP experts and a curriculum expert to meet requirements of validity and reliability of the findings. All the steps in the design should be adapted to findings from the real Need Analysis obtained from both questionnaire and interview that the materials selected really reflects the use of English used by students in tourism settings.

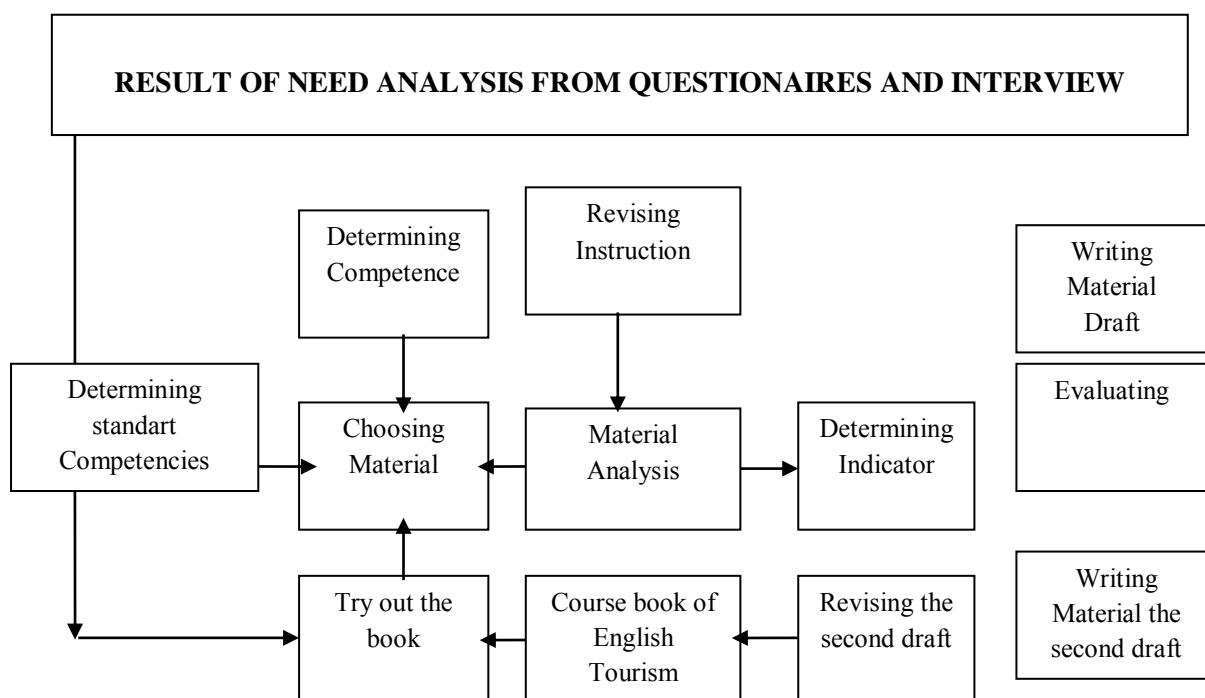


Figure 2. The Procedure of Designing ESP Materials for English Tourism

The design procedure of these ESP materials has been verified by ESP experts and a curriculum expert to meet requirements of validity and reliability of the findings. All the steps in the design should be adapted to findings from the real Need Analysis obtained from both questionnaire and interview that the materials selected really reflects the use of English used by students in tourism settings.

## CONCLUSIONS

The Data from the Students' Questionnaire and interview which need to be considered as they offer significant implications for introducing curricular change. First of all, the findings of the study revealed the need for setting up a language course with a clear focus on English for Specific Purposes and on the target discipline, English for Tourism. In conclusion, there were several important aspects from the needs analysis questionnaire, situational analysis and interviews that helped to shape the course, these are: the skills most needed for their job are listening and speaking and the context of the course was designed mostly for tourism situations. Among the needed and wanted the course to cover were etncic culture of Banjarmasin, travel agency, giving direction and hotel.

## ACKNOWLEDGEMENT

We thank all the students who participated in this study. We also express our gratitude to the Head of Department and Head of Disporabudpar of for supporting this research.

## REFERENCES

- Crystal David. 2003. *Global Language*. Cambridge University Press
- Dudley-Evans, T., & St John, M. J. 1998. *Developments in English for specific purposes- a multi-disciplinary approach*. Cambridge: Cambridge
- Widodo.Handoyo Puji. 2010. *ESP Design Material*.Oxford
- Graves, K. 2000. *Designing language courses: a guide for teachers*. Boston: Heinle and Heinle.
- Hutchinson, T., & Waters, A. 1987. *English for specific purposes*. Cambridge: Cambridge University Press.
- Jones, Leo. 2007. *The Student-Centered Classroom*. New York. Cambridge University Press
- International Teacher Training Organization. *EFL Teaching Treminology Glosarry*.
- Lowe I 2009. [www.scientificlanguage.com/esp/needsanalysis.pdf](http://www.scientificlanguage.com/esp/needsanalysis.pdf) Needs Analysis.
- Miyake, M., & Tremarco, J. (2005). Needs Analysis for Nursing Students Utilizing Qestionnaires and Interviews. *Kawasaki Journal of Medical Welfare*, 1, 23-34.
- Nunan, D. 1989. *Designing Tasks for the Communicative Classroom*. Cambridge University Press.
- Richards, J. C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Taba, H. 1962. *Curriculum Development: Theory and Practice*. New York: Harcourt Brace.

# DESIGNING LEARNING MATERIALS FOR YOUNG LEARNERS IN TEACHING SPEAKING THROUGH NURSERY RHYMES SONGS

Aprilia Riyana Putri

[apriliamuzakki28@gmail.com](mailto:apriliamuzakki28@gmail.com)

Islamic University of Nahdlatul Ulama, Jepara

## ABSTRACT

*Teachers' responsibility is not only delivering their knowledge through teaching their students in the classroom but also they have to be able to design the materials by themselves, so they can understand the materials well and apply it easily. Creativity is also needed for designing the material, so the students will be easier to understand the material. Teaching young learner is not as easy as people think because the teachers have to be patients and also have much creativity for making the situation cheerful and joyful in the teaching and learning process. Nursery rhymes are one of favorite songs for young learner around the world. It is one of material which is given by the teachers to their students. There are some famous Nursery rhymes are sung by many children around the world, such as: Twinkle- Twinkle Little Star, Baa-Baa Black Sheep, Jack and Jill, Old Mc Donald Had a Farm, Humpty Dumpty and etc. Here, the writer wants to design the materials for young learners through Nursery Rhymes songs because she realizes that learning English with song is easier to enhance the students speaking skill.*

**Keywords:** *Designing Learning Material, Young Learner, Nursery Rhymes Song.*

## INTRODUCTION

Designing learning material is as teachers' responsibility, but in reality most of teachers do not design their learning materials by their own design, they just use some books from the government and some books that they bought from the bookstore. This condition makes the teaching and learning process is not good enough because every school have different competency. Every school has different input from the students and also from the teachers. The school's facilities are also different too, from one school to another school. So, teachers should design their own learning material because their students' needs are different with another school.

Some teachers are able to design their own learning material but some teachers are not able to design learning material because they have lack competency, it happened because of many reasons, for example the teachers are never join in some seminars or workshop related in designing learning material or they just graduated from junior or senior high school, so they just have little knowledge in designing learning material. Their headmaster or the teachers' itself should improve their knowledge and also their competency in designing learning material, so the teachers will understand well about the material that will be taught by them in front of their students in teaching and learning process.

Designing learning material is a process for collecting some materials from some books or from some resources in the internet or other resources, then develops it become learning material that will be used in the classroom. As professionals, teacher should recognize when they have to make decisions about which activities to skip, which ones to modify and which one to change. In some cases, teachers need to develop new materials. Thus, it is necessary for teachers to have the ability in design learning materials, because every school has different students' need. And the good teachers need to recognize about their students' competence.

Creativity is one of the essential things in designing learning material. Most of teachers, especially teachers in teaching young learners are very patience and cheerful, but sometimes they do not have high creativity in designing their class wonderful, it will be a big problem as young learner teacher because their class will be annoying and their students will be bored in that condition. So, young learner teachers should improve their creativity in any aspects for finding something new in delivering their knowledge to the students, their gesture, their methods and also their skill in designing learning material. So, teaching- learning process in the class will be very effective and joyful. And creativity is really needed if the teachers want to design good learning material, because good learning materials provide opportunities to develop children's creativity. Good learning materials will engage the children love to learn without any force from adult, like their parents or their siblings at home.

Nursery Rhymes are very popular with the children, so it will be very easy to teach them through song although English is not their mother tongue and in their environment, people around them never practice to speak English.

### **Defining Learning Materials, Young Learner, Teaching Speaking and Nursery Rhyme**

Language learning materials include anything that can be used to facilitate the learning of a language. Examples include course books, workbooks, videos, cassettes, graded readers and photocopied exercises (Tomlinson, 1998:2). In this article, materials are limited to printed texts used by the teachers and learners to facilitate language learning.

Young learner in this article focused only in the play group and kindergarten school, around 2- 6 years old. Young learner in this age is including into golden age. Children will be very easy for adapting everything around them; it can be language, style and behavior. Harmer (2007) states that younger learners are not necessarily better learners compared to older learners. Younger children are indeed more likely to develop native- like English proficiency than adult learner, as suggested by Lynne Cameron (cited by Harmer, 2007) that children "reproduce the accent of their teacher with deadly accuracy". Yet research in language acquisition has shown that older learner exhibit more learning gains than younger learners. Lightbown and Spada (1999) point to the various studies showing that older children and adolescents make more progress than younger learners.

Speaking is one of skill in English. It is including into difficult skill to be learned for students in the Kindergarten School because of many reasons, such as feeling nervous, lack of confidence, being afraid and etc. There have been many definition of speaking. According to Oxford Dictionary of current English (2009: 414), speaking is "the action of conveying information or expressing ones' thoughts and feelings in spoken languages." According to Harmer (2001) adds that speaking happens when two people are engaged in talking to each other and they are sure that they are doing it for good reason. Their reason may be that they want to say something, they have some communicate purposes, and they select from their language store.

Teaching speaking is not as easy as teaching Indonesia language to Indonesian students because English is as second language for the students. They do not practice to speak English when they are outside at school; it is like at home. They just try to practice to speak English when they are at classroom with the teacher, and it is not effective for improving their ability in speaking. Speaking is the way to interact, share the idea or communicate with other people. We have to make sure when the speaker speaks to the listener, it is understandable by the listener or not. According to Hughes (1993), the teaching and learning of speaking is the development of the ability to interact successfully in that language and this involves comprehension as well as production. Teaching

speaking here means teaching speaking young learner. They will not be stressful and under pressure to learn English because they learn to speak English through nursery rhymes song that they loved best. It is like playing or singing while learning.

Nursery rhymes are traditional song or poem for children. There are so many popular nursery rhymes song around the world, such as Twinkle- Twinkle Little Star, Baa- Baa Black Sheep etc. every song has different meaning and moral values. As teachers, we should not only teach our students to sing a song and try to speak English better, but also teach them from moral aspect. The students will imitate good characters from nursery rhymes song or take the good moral value from it and apply it in their daily life, because it will be their inspirations.

Songs and Rhymes have a hugely positive impact on a child's language and literacy development. Children love rhyme, rhythm and repetition. These three things found in songs and rhymes can naturally help to boost a child's language and literacy skills. There are many benefits to starting early with songs and rhymes. Studies have shown that children who enjoy music, singing, and rhyming on a regular basis tend to learn to speak more easily. They have more words to express themselves. They are more confident and creative. Fernandez- Fin and Baker (1997) showed that English- speaking pre-schoolers exposed to nursery rhymes in their environment tend to perform better on rhyme and syllable tasks.

### **The Teaching of English to Young Learners**

Teaching English to young learners is not an easy task, because English is a second language in Indonesia. English become one of the materials in curriculum because it is an International Language. Many schools especially start from kindergarten provides English in their curriculum. According to Sukarno in his journal entitled *Teaching English to Young Learners and Factors to Consider in Designing Materials* (vol.5, no.1 April 2008), he stated that in teaching-learning process, the English teacher must know the kinds of language learning resources for young learners, as follows:

- a. Learning resources are not additional materials for pleasure but main materials which ordered and learned as interesting activities which children usually do in their daily lives.
- b. Learning resources for children must be appropriate for children's aptitude, will, world, and so forth. Therefore, ideal English teacher to young learners are those who are familiar with English songs and games in English. In addition, they are able to order those materials into becoming interesting ones.
- c. There must be a clear distinction between technique and resource. Songs, stories, poems, and games are resources.

To make situation of the teaching of English to children (young learners) communicative, the English teachers should comprehend the communicative principles which are proposed by John ad Morrow (1983: 60-64) as follows:

- a. Know what you are doing.
- b. The whole is more than the sum of the parts.
- c. The processes as important as the forms.
- d. To learn it, do it.
- e. Mistakes are not always a mistake.

Teaching English to young learner is not only about transferring some vocabularies or just asking the students to listen some songs from their teacher, but there are some approaches that should the teachers do. Therefore, it is important to consider the five categories which are proposed by Brown (2001: 87- 90) in rendering some practical approaches to teaching young learners. Those are follows:

- a. Intellectual Development

- b. It is closely related to what Piaget calls “concrete opinion”, i.e., young learners understand something concrete. Grammar and rules are stated in abstract terms, therefore, should be avoided but certain patterns, examples, and repetition, should be developed.
- c. Attention Span
- d. Considering that children have short attention spans, it is quite useful to make lessons become interesting, lively and fun. Therefore, activities should be designed to capture children’s immediate interest, a lesson needs a variety of activities, a teacher needs to be animated, lively, enthusiastic about the subject matter, a lesson needs a sense of humor, and it is badly needed to consider that children have a lot of natural curiosity. Accordingly, the English teacher to young learners should make sure that they tap into that curiosity whenever possible, and he will thereby help to maintain attention and focus.
- e. Sensory Input
- f. In consideration of sensory input, activities should strive to go well beyond the visual and auditory modes that learners feel are usually sufficient for a classroom. It means that the lessons contain physical activities, project and hands- on activities, sensory aids here and there, and non- verbal languages.
- g. Affective factors
- h. Children are often innovative. They are extremely sensitive. Therefore, the English teachers should help their students to laugh with ( not laugh at) each other at various mistakes that they all make, be patient and supportive to build self esteem, be firm, and elicit as much oral participation as possible from students.
- i. Authentic, Meaningful Language.

### **Why English Teachers Need to Design Materials**

There are many reasons why English teachers of young learners need to design their materials. An important reason for using teacher- produced material is contextualization (Block, 1991). Some English course books for children are imported and it is based on culture or situation of the English speaking country which might not be relevant for foreign- language learners. For many teachers, designing or adapting their own teaching materials is better to overcome the inappropriateness of the course books. Teachers in kindergarten with limited facilities are forced to design materials which can help the teacher to solve their problem about the limited resources used in teaching-learning process. For many kindergartens, teacher produced materials can be the best choice for the students because it will be cheaper than they have to buy some books made by the government or in the bookstore.

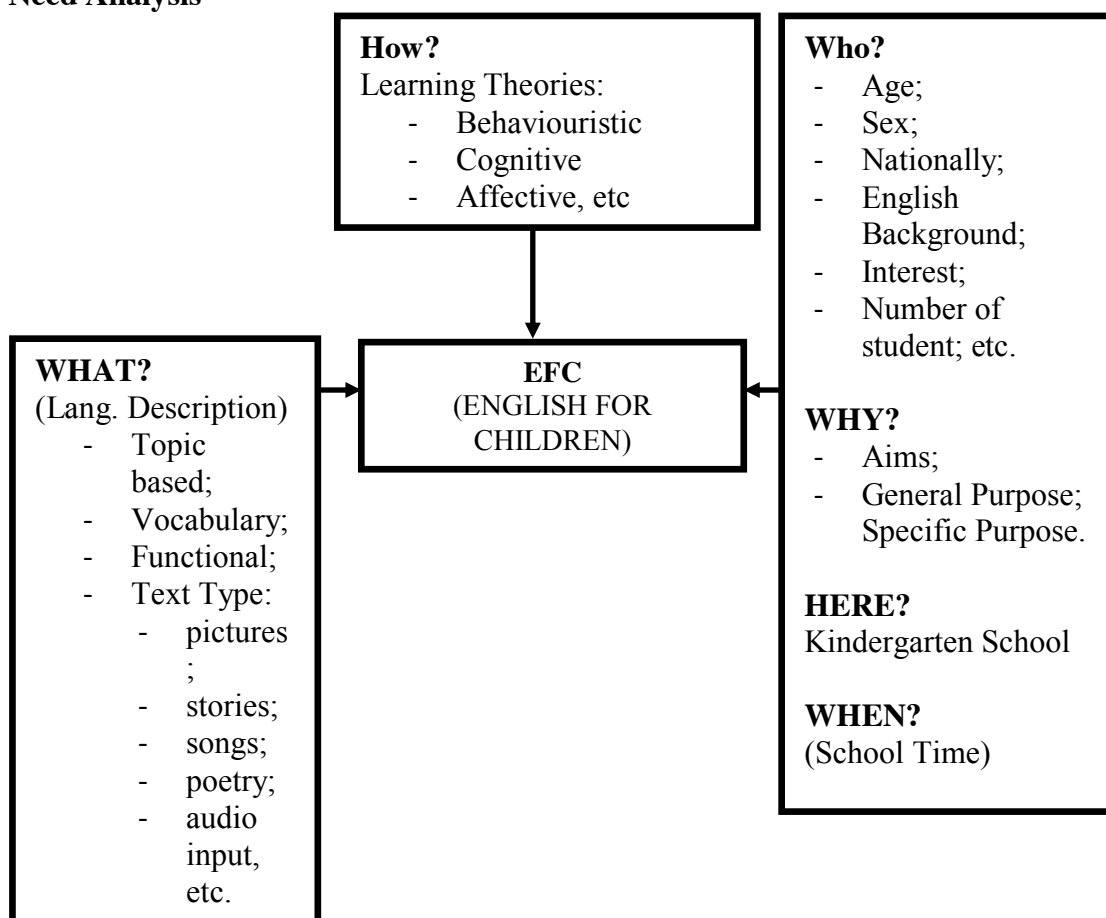
A second reason is for the teacher’s need. The condition from one kindergarten and other kindergarten are different. By designing their own learning material, teacher will be easier to organize the classrooms, the activities and also the materials. English language classroom are different in places and in learners. Teacher – designed material can be responsive to this condition. They can be adjusted to the learning needs, interest and learning styles of young learners in a certain context. These factors are likely to increase motivation and engagement in learning (Block, 1991).

### **Factors To Consider When Designing Learning Materials**

There are some factors to consider when designing learning materials; the most important factor to consider is the learners. In designing materials, learner’s interest, motivation and needs should be taken into consideration (Nation and Macalister, 2010:167). Designing materials needs consideration to meet needs, wants, and lacks. These consideration are usually covered what is called **need analysis**.

The diagram of needs analysis, as Hutchinson and Waters (1987: 53- 63) states can be seen as follows.

### Need Analysis



Need analysis involves questions with *who*, *why*, *where* and *when*. The first two main points important questions are those with *who* and *why* while other just follow them. In designing learning material, it is important to know who the students are, and their characteristics background, as Neil and Wiles (1990: 79) state “A good beginning for teachers is to find out some general information about their students (e.g., ethnic and family background, family status, parents’ level of schooling, religious orientations, and so on..”.

The curriculum and the context are variables that will impact on the decisions about teaching materials. Whatever the curriculum, it is the teacher’s responsibility to ensure that he materials are directed toward achieving the goals and objectives of the curriculum (Nunan, 1998). In some cases, some teachers only focus on how finishing the curriculum target in one semester, but they do not teach the students clearly. They teach as like as running for reaching the ball, so they do not do their best in teaching and learning process. Actually, the students are still confusing with the teacher’s explanation about one topic, but the teacher has changed to another topic. It becomes teacher’s responsibility to finish the material based on the curriculum but delivering the material clearly and accepted by the students easily.

The organization of the materials is important to make the teaching systematic. Course books are usually organized around a certain learning principle and follow a pattern throughout.

The fixed pattern provides both teachers and students with some security (Harmer, 2001: 7). In designing learning material, organizing the material will make the material complete and easy to be learned by the students and give the clear direction. If teacher design the material without organization, it seems like going somewhere without the goal. The content in the learning material have to give interesting topic and also meaningful. The material designer should make the students are developed by the learning material. So, the content here, should be based on the students' condition and situation in that school. Teacher may to use the learning material in the teaching – learning process continuously but the teacher are still need to guide their student manually.

## **The Learning Material Model in Teaching Speaking for Young Learner**

### **UNIT ONE**

#### **TWINKLE- TWINKLE LITTLE STAR**

##### **Song Introduction**

Twinkle- twinkle Little Star is a famous nursery rhyme for children. The melody of this song is like Alphabet song. Children will be easier to memorize the lyrics because of it. From this song, children will have inspiration to reach their dream although it is high or big dream.

##### **Language Focus**

- Things on the Sky

##### **Purpose of this study**

1. The students are able to sing that song with the correct lyrics
2. The students are able to recognize the things on the sky, such as: star, world and sky.

##### **Activities**

Firstly, the teacher tells about things on the sky, such as: star, moon, sun, and etc. then teacher tell the student that the teacher has a beautiful song related to things on the sky. Secondly, the teacher sings twinkle- twinkle song and the students listen carefully. Then the teacher asks the students to sing together.

After singing together, the teacher asks the students to sing the song one by one. Starts from the first student with the first lyric, then the next student sing the next lyrics.

The last activity is teacher ask student one by one to tell the missing lyrics which is sung by the teacher.

##### **Tasks**

##### **Missing Lyrics (Completion test)**

The teacher sings the song, but in some parts of the lyrics, the teacher may not to sing but asking the students to sing the lost part of the lyrics. The teacher can measure how the students memorize well about that song or not by practicing this model of learning.

Twinkle- Twinkle little (1. \_\_\_\_\_).How I wonder what you are. Up above the (2. \_\_\_\_\_) so high. Like a diamond in the (3. \_\_\_\_\_).

### **CONCLUSION**

English learning material is much needed in the kindergarten to be developed by English teacher especially for young learners, because there are no many course books or a book which is focus on young learner. Although there are some commercial English learning material, but sometimes it is not suitable for teaching- learning process in the classroom. Teachers need to have the ability to design or modify learning materials or course book as their handbook for teaching their students in the kindergarten.

Nursery Rhymes are one of a good source to be developed become learning material for teaching young learner, because it is not only interesting but also meaningful and that can be adapted by students in their daily lives.

## REFERENCES

- Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2<sup>nd</sup> Ed). New York: Addison Wesley Longman, Inc.
- Block, David. 1991. Some thought on DIY material design. *ELT journal*, 45 (3), 211-217.
- Harmer, J. 1998. *How to Teach English*. New York: Pearson Educational Ltd.
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. New York: Pearson Educational Ltd.
- Hutchinson, Tom and Waters, Alan. 1987. *English for Specific Purposes*. Cambridge: Cambridge University Press.
- Lightbown, P.M. & Spada, N. 1999. *How languages are learned*. New York: Oxford.
- Morrow, K. 1983. "Principles of Communication Methodology." In Johnson, K. and Morrow, K. *Communication in the Classroom: Application and Methods for A Communicative Approach*. England: Longman Group Limited.
- Nunan, D. 1988. Principles for designing Language teaching materials. *Guidelines*, (10(2)). 1-24
- Nunan, David, 1999. *The Learner-Centered Curriculum: A Study in Second Language Teaching*. Cambridge: Cambridge University Press.
- Sukarno. 2008. Teaching English young learners and Factors to consider in designing the materials. *Education and Economy Journal*, 5(1), 57- 73.
- Tomlinson, Brian. 1998. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

# STRATEGIES IN TEACHING AND ASSESSING READING COMPREHENSION SKILLS: WAYS TO MAXIMIZE ITS BACKWASH ON LEARNING

Ari Purnawan

aripurnawan\_uny@yahoo.com/ari\_purnawan@uny.ac.id

Faculty of Languages and Arts, Yogyakarta State University, Indonesia

## ABSTRACT

*Teaching reading comprehension and assessing the results of its learning are often regarded as two 'easiest' stages of EFL teaching cycles, and, therefore, little efforts have been done by teachers to continually improve this area. A considerable number of English teachers in Indonesian schools have been occupied by the so-called 'traditional' and 'conventional' ways of teaching and assessing reading comprehension skills. Reading activities have been following a pathway that remains unchanged for decades: giving a reading text to students, asking them to read along –sometimes flavored with group discussions–, then assigning them to answer several comprehension questions. Although teaching reading comprehension is probably one of teachers' favorite activities, students often find it monotonous and boring. This paper aims to review the practice of reading comprehension teaching and its assessment, evaluate its process, offer some alternatives for improving the process and result of teaching and learning, and propose some assessment techniques that can enhance or maximize the backwash on students' learning. Some techniques proposed in this paper are expected to offer new energy for EFL teachers in designing reading activities that are motivating and in developing assessment instruments that can maximize the effect of assessment on students' future learning. Since the center of attention and source of 'problem' has been in the monotonous process of teaching, this paper focuses on promoting some activities and assessment models that can serve as alternative ways of teaching and assessing reading comprehension skills.*

**Keywords:** *reading comprehension skills, assessment instruments, backwash*

## INTRODUCTION

One major field of language learning that becomes teachers' favorite is reading comprehension. Tons of materials are available in books, websites, and other sources of learning. For most teachers, teaching reading comprehension has been a routine for years, and students have become familiar with the activities related to it. This "easy" stage of language learning is actually more complex than what it seems. Students often find it frustrating to learn the materials. Combined with boredom, this frustration definitely affects the process and result of learning.

The traditional way of teaching reading comprehension may become the entry point of this discussion. The routine of teaching reading begins with the teacher's giving a passage consisting of seven to ten paragraphs. Students will then be busy with their reading session. Sometimes, reading aloud flavors the activity. The main activities that follow are the application of a series of reading skills such as topic or main idea finding, preparing answers to comprehension questions beginning with what, where, when, why, and how, or finding the synonyms and antonyms of several words or phrases. The cycle continues with the next passages, and the activities are repeatedly done throughout the semester or academic year. When it comes to assess the result of learning, the test may take the same format and activity as the daily reading tasks. The students are assessed to

find out whether they have acquired the targeted skills, or whether they could use those skills correctly. When a set of comprehension questions is successfully answered, the teaching of reading is then labeled successful.

Several drawbacks of such activities may exist. Boredom can be the first problem to appear during the process. More seriously, the main goal of teaching reading comprehension may not be achieved successfully. As its name suggests, comprehension is the keyword in the activity. Comprehension is the core goal of any learning of receptive skills: reading and listening. It covers the skills and abilities to acquire information from the given situation, to experience the skills as an active process of learning, to apply the skills to other contexts and situations, and to use the procedure to actively participate in the process of communication. The instructional activities provide little clues of how and when the learners will use the learned skills in real life situations to solve their future life problems.

This paper discusses some activities on which teachers can emphasize to attain a better result of their students' learning through supportive backwash. In reality, reading activities have been one of teachers' favorites, but the result of learning might still not be satisfactory. Improving the quality of teaching is the answer to the doubts about the result, and one promising way to do it is by looking more deeply at the backwash theories and research findings. Several tasks and activities can then be suggested, and, later, better results of learning can be expected.

### **Reading Comprehension and Its Backwash Effect**

In general, comprehension is the terminal objective of all reading activities. Although the practice of reading comprehension teaching and learning varies, those activities always end in the question on whether the readers understand the passage being read. Comprehension should be the only reason for reading. Without it, reading activities are meaningless and a waste of time. The teaching of it, therefore, should include any activity aimed to help students develop their knowledge, skills, and enthusiasm. In reading, students need to learn declarative (the what), procedural (the how), and conditional (when and why) knowledge about comprehension strategies (Almasi, 2004 in Oakley, 2011). All those three strategies are equally important, one supports another in order to fully achieve the goal of learning.

There have been many discussions conducted on the term backwash, washback, or sometimes also called impact. Those terms are mostly used interchangeably to refer to the same thing: the effect that a test has on learning and on teaching. Messick (1996) in Cheng and Watanabe (2008) defines backwash as "the extent to which a test influences language teachers and learners to do things they would not necessarily otherwise do to promote or inhibit language learning". According to Hamp-Lyons (1997) in Kiomr, Abdulmehti, and Rashidi (2011), generally, the term washback and backwash which are mostly used in language education also have their similar terms in general education: impact, curriculum alignment, and consequential validity. Biggs (1996) mentions the powerful drives of a test on the curriculum, the teaching methods, and students' approach to learning (in Cheng and Watanabe, 2008). This definition implies that the effect that the test has is now expanding from the small scale or classroom level to a larger area of educational setting, i.e. the educational system or even parents, families, and the society in general.

The main purpose for discussing backwash is actually to discuss whether tests can make learners learn better. If it can, the next question is in what way and how can backwash help them learn. Most teachers actually have adequate understanding about this issue. They always consider the test form and format in their teaching. Whenever they are thinking about the materials for their teaching, they are also looking at how the materials might be tested in tests and exams. Teachers adopt, adapt, or develop their teaching

materials and methodology on the basis of the information about the kind of test that their students are taking.

Like any other impact, backwash can also come in positive and negative forms. It is generally believed that positive backwash will take place when language tests are focused on all skills rather than a particular skill in isolation. As McNamara (2000) concludes, the type of assessment which requires integrated content and skills and communicative activities has more positive washback than discrete item testing. The integration of skills will force the test takers to make more preparations and also strive to acquire the related skills needed in the assessment. In the case of reading comprehension teaching, which by nature is an isolated language skill, the teacher could expand the activities by involving other language skills in the process of teaching and testing.

The negative side of backwash, which comes up when testing a particular part of the language skills, takes place when the teacher and students only focus on the test taking strategy –the methodology of how to solve or answer questions in order to get high scores-- instead of teaching and learning reading skills itself. Prodromou (1995) proposes a brilliant solution to change negative backwash into positive by transforming from the end-product orientation to the focus-on-process activities. Negative backwash develops when the teaching and learning activities tend to focus on the skills used in exams. Although he calls this process an unconscious process based on assumptions about how students learn, to some extents the learners have to pay: they focus on how to excel on tests rather than learning the language itself. In his term, it is like “teaching a textbook as if it were a test book” (1995:15).

In fact, the notion of backwash has been a hot topic for discussions among teachers. Most teachers are actually aware that they can do something in relation to this impact of testing. However, sometimes the time limit is a big problem to them. The curriculum has regulated the time allotment for each subject quite strictly, and as a consequence teachers have no much time to design and then implement fruitful teaching which often demands extra time in the implementation.

Alderson and Wall (1993) clearly state the impact that a test might have in language learning. They mention some areas that are influenced by a test, namely teaching, learning, materials, the way of teaching, what and how students learn, and the rate, sequence, degree, and depth of teaching and learning. Those areas are determinant factors in the success of learning and teaching in general. Tests, therefore, will always have wash back or backwash on all learners and teachers. However, the degree and depth of backwash varies quite widely, following the nature and form of the given test. Two extreme preconditions are stated by Wall and Alderson (1993) in Pan (2013): tests that have important consequences will have wash back, and tests that do not have important consequences will have no wash back. The term consequences here may refer to the impact that the test has on the secure position of the test takers, the marks, or even the future career and job or other decision or policy making.

Pan (2013) suggests that tasks in the test should be applicable to the test takers' daily life. If the students have not been informed about the possible application of the skills in their daily life, it is the duty of the class teacher to tell them during the process of learning. Pan further discusses the test format and quality. The multiple choice items are often regarded as being far from backwash, particularly because the scores obtained from such a test format do not really demonstrate the test takers' level of English proficiency. Regarding this, it is important to maintain the validity and reliability of the tests. In Pan's finding, in order to get a more positive test effect, the test quality should be the one that could encourage teachers to improve their present way of teaching.

### **On Maximizing the Backwash Effects**

In this short paper, several steps and activities to maximize backwash in the teaching and testing of reading comprehension are presented. The points are divided into three stages: the stage before the test, another one at the assessment stage, and the last after the test has been completed. These three stages are equally important in the effort to create supportive backwash to language learning.

Before the testing procedure is carried out, it is necessary to inform the students – during the teaching and learning process-- everything about the test. The objective of testing them, the aspects measured in the test, the test specifications, and even the sample test items should be easily accessed. When a new form of test is going to be used, early information will enable the learners to make necessary preparations.

Next, during the process of reading comprehension learning, teachers are demanded to inform the students about the reasoning of why they need to acquire the skill and for what purpose they will need it. Adequate information about the necessities will make the students learn more and better.

It is also important to inform learners about the changing trend of language testing, from discrete testing approaches to a more direct language testing. As Hughes (2003) states, direct testing will focus on testing the communicative language skills through a large quantity of authentic texts and tasks. The availability of authentic tasks and tests similar to the ones used in the test will enable the learners to make better preparation, and learning will automatically take place during the preparation.

Considering the different learning styles and individual differences among learners, teachers will need to provide larger opportunities for the learners to demonstrate their abilities and competences. Some learners are probably able to demonstrate their full potentials through any mode of testing, while some others will need to more ways to show their peak performances. Measuring the latter group of learners, therefore, will need a variety of language test formats.

When the students' learning will be assessed using the objectively-marked tests, such as the multiple-choice items, it is suggested to check the quality of the tests. Checking the properties of a good test should be done to make sure that the test will not give biased results. The test validity and reliability are two important qualities that the teachers should always use to screen and select the best test battery. It is also important to pay attention to the design of questions: the forms, wording, and length. Some questionable test items are often resulted from careless selection of question forms.

Then, during the implementation of the reading comprehension tests, teachers need to consider several more points. First, teachers are advised to use reading tests that involve other skills. Testing reading comprehension by giving a multiple choice test is believed to provide very small amount of backwash. It is advisable to use test sets that involve other skills, especially productive skills. The activity may be in the forms of writing and speaking. The tasks or questions should demand the students to explain, state, or summarize the reading texts which can be done either orally or in the written form. Also, the tests should use as many authentic materials as possible. Authentic texts will enable the students to make a link between the test and their real life situations.

In order to make clearer links between the test and their real life, several forms of final projects can be used in the assessment procedure. This will enable the teachers to look more thoroughly at the students' ability and performance. Some examples of the final projects are giving oral or written presentation about the content of a passage, rewriting the ending or the extract of an essay, making a chart summarizing a reading text, and the like.

After the implementation of a reading comprehension test, there is another important stage that the teachers can take to maximize the backwash effect. They may not step to another topic of learning or stage of teaching until a thorough discussion about the

students' performance in the test is presented both in the class sessions and directly to each individual. The answer sheets have to be returned to the students, and discussion sessions should be carried out to provide the students with fruitful feedback. Teachers have to comment generously on the performance. By doing so, supportive backwash will be developed, and it is expected that it will support the students' learning in the future.

## CONCLUSION

Teaching reading comprehension and measuring the result of its learning are not easy tasks to do, especially when the two different activities are to be linked together and support each other. As backwash can come in both negative and positive, teachers need to be careful and selective in making the decision of what to be taught in the learning sessions and how the learning attainment will be assessed. Through careful plans and implementations, negative backwash can be minimized –if not totally prevented from occurring—and positive backwash can be nourished.

As many theories suggest, the best way to provide backwash to the students' learning is by carefully designing and developing appropriate tests and assessment procedures. Three stages mentioned in this paper, i.e. pre-, whilst-, and post-testing are presented to promote learning. In the preparatory stage, learners who are well-informed about the assessment procedure and format will become more motivated to learn particularly because they understand how the learning will be assessed and, more importantly, why their learning is going to be assessed that way. During the implementation of the test, a careful selection procedure of the test form and materials is supportive to the learning process. After the test, fruitful discussions on the results and adequate feedback to all students should become a procedure standard so that their next learning will become better and more effective.

By discussing and managing to implement the suggested actions, it is expected that teachers of reading will be able to take some strategic actions to help the students acquire the various skills of reading comprehension. In the long run, those learners may become effective and enthusiastic readers, a quality that will help them deal with the challenges of the real world.

## REFERENCES

- Alderson, J.C., Clapham, C., and Wall, D. 1995. *Language test construction and evaluation*. Cambridge: Cambridge University Press.
- Alderson, J.C. and Wall, D. 1993. Does washback exist? *Applied Linguistics*, Vol. 14 No. 2, 115-129
- Brown, H.D. 2004. *Language assessment: Principles and classroom practices*. New York: Pearson Education.
- Cheng, L. and Watanabe, Y. (Eds.). 2008. *Washback in language testing: Research contexts and methods*. New Jersey: Lawrence Erlbaum Associates, Publishers,
- Harlen, W. and Crick, R.D. 2003. Testing and motivation for learning. *Assessment in Education*, Vol. 10 No. 2, July 2003.
- Hughes, A. 2003. *Testing for language teachers*. Cambridge: Cambridge University Press.
- Kiomrs, R., Abdolmehdi, A., and Rashidi, N. 2011. On the Interaction of Test Washback and Teacher Assessment Literacy: The Case of Iranian EFL Secondary School Teachers. *English language Teaching*, Vol. 4, No. 1, 156.
- McKay, P. 2000. On ESL Standards for School-age Learners. *Language Testing*, Vol. 17 No. 2, 185-213.
- McNamara, T. 2000. *Language Testing*. Oxford, Oxford University Press.

- Oakley, G. 2011. The assessment of reading comprehension cognitive strategies: Practices and perceptions of Western Australian teachers. *Australian Journal of language and literacy*, Vol. 2 No. 3, 279
- Pan, Y., 2013. Does Teaching to the Test Exist? A Case Study of Teacher Washback in Taiwan. *The Journal of ASIA TEFL*, Vol.10, No. 4, 185-213.
- Prodromou, L. 1995. The Backwash Effect: from Testing to Teaching. *Language Testing*, Vol. 49 No. 1, 13-25.

# THE EFFECT OF EXTRA-CURRICULAR ACTIVITY ON THE STUDENTS' ACHIEVEMENT IN WRITING

**Darmawati**

Darma\_wati65@yahoo.com  
*Faculty of Teacher's Training and Education  
University of Muhammadiyah Sumatera Utara. Medan*

**Yesi Irianti**

*Faculty of Teacher's Training and Education  
University of Muhammadiyah Sumatera Utara. Medan*

**Erlindawaty**

*Faculty of Teacher's Training and Education  
University of Muhammadiyah Sumatera Utara. Medan*

## ABSTRACT

*The research was conducted to investigate the effect of Extra-Curricular activity on the students' achievement in writing. The population of this study was the students of University Muhammadiyah Sumatera Utara and the researchers took 50 the students as the sample. The test was considered in two parts, such as: Pre-test and Posttest. The data were acquired by administrating a writing test especially narrative paragraph about their holiday. A writing test was used to acquire the data. The findings indicated that there was a significant effect of extra-curricular activity on the students' achievement in learning English and the result showed  $t_{observe} > t_{table}$  or  $10.13 > 2.02$ , and the percentage was 68%. So, it means that the null hypothesis was rejected and the alternative hypothesis was accepted. The students taught by extra-curricular activity got higher score than those by the other ways. The findings suggested that the lecturer should consider English club or extra-curricular activity on the students' achievement in writing especially in narrative paragraph.*

**Keywords :** *Extra-Curricular activity, junior high school, English club*

## INTRODUCTION

Learning English is very important for the students. The students learning English not only in the program school but the students need complementary learning English after program school such as extra-curricular activities. According to Suharsimi AK (1988: 57) "Extra-curricular activities are additional activities, beyond the structure of the program is generally a choice of activities".

When the researchers done the practice teaching learning in University Muhammadiyah Sumatera Utara , the students most found some difficulties in learning English, especially in Writing Narrative Paragraph. Many attempts have been done to improve English in teaching learning process. Such as: providing the facilities and making extra-curricular activities. Extra-curricular activity, can be attached by the students in the English club.

Extra-curricular activity is needed to help the students developing their ability in writing English. According to B. Suryosubroto (1997: 270) "Extra-curricular activities are the activities to enlarge the students knowledge, develop the values or attitude and apply further that has been learned by the students either from main

program or optimal program”. This case made the researchers interest in conducting the research on the above topic. The researchers want to know how far the students who are taking English club as extra-curricular activity that effect their achievement in writing at the field of research.

The main objective in extra-curricular is to add and to develop the students’ knowledge more than those in the school program. The extra-curricular activity in learning English usually takes places in environment of school like, English Club conducted after school program. Generally, learning English in the English club is better than learning in the school, because the students have much time to deepen their achievement in learning English. Besides, in English club or in other extra-curricular activities relationship between the students and the teachers usually are not formal and rigid. In English club the students usually are not only taught grammatical aspect of English, they are also exercised to use it in communication. So, in English club the practical aspect and exercise take an important role in teaching process.

Based on the above fact, it’s known there are some ways of learning English. The students learn it do not only at school but also after school in environment school like English club. In English club, the students can get more knowledge than in the class of school. They take English club to help them increase their achievement and their basic skill, especially in writing. By this, the students can get more knowledge and they do not so nervous and lazy when their teacher teaches English in the class.

## METHOD OF RESEARCH

This research was conducted at University Muhammadiyah Sumatera Utara located the school on Peratun Street, Medan. The reason why the researchers took university as location of research because as far as the researchers knew that this place has never done research with the title “The effect of extra-curricular activity on the students’ achievement in writing”.

### Population and Sample

#### 1. Population

The problem of population and sample that used is one of important factors which must be noticed. According to Sugiyono (2006: 90) “Population is the generalization areas which consist of object/subject have quality and certain characteristic which applied by researchers to be learned and then take the conclusion”. The population of the study was the second semester students which consisted of 5 (five) classes.

#### 2. Sample

Said by Arikunto (2006: 131) that “Sample is a part or represent of population that researched. It is call sample of research if we means to generalize result of sample of research”. What is meant with generalized is up the conclusion of research as something that becomes effect to population.

Based on the quotation, the researchers take calculation of sampling 25% from each class because the population is more than 100. It is 199, so the research took 50 students as the sample from the whole population. In the sampling process, the researchers used technique of random sampling, can be show in table below:

Table 1. The Number of Sample

No	Class	Population	Sample
1.	II- A	40	10
2.	II- B	39	10
3.	II- C	41	10
4.	II- D	39	10

5.	II- E	40	10
<b>Total</b>		<b>199</b>	<b>50</b>

### Research Design

This study applied descriptive quantitative research. The quantitative research, which was used to analyze the students' achievement. Arikunto (2006: 12) says that "Quantitative method is a scientific approach that most of it use numbers for presenting the data and the result of the research". This method describes the effect of students' extra-curricular toward writing skill. The variable or research of the study are follows:

1. Free variable (X), of this research are students' extra-curricular activity.
2. Bound variable (Y), of this research are writing skill.

### Instruments for the Research

The instruments that used written test. Data were needed to answer this research problem to examine the hypothesis, which has been performed before.

### Technique for Collecting the Data

Based on instrument for the research, so the researchers used Technique for collecting the data as follow :

1. Test

To collect the data, the students' writing would be given the commutative score ranging from 0 - 100. According to Jacobs et al, (1983: 146) to do this there are five indicators to consider as follows:

- a. Content

The score of the content of the students' ability to write the ideas and information in the form of logical sentences.

27-30 Excellent to Very good	For the students with some knowledge of subject, adequate or range limited development, mostly relevant to topic sentences, but lack the details.
22-26 Good to Average	For the students with some knowledge of subject, adequate range omitted out, but lack the details.
17- 21 Fair to Poor	For the students with limited knowledge of subject, little substance in adequate development of subject.
13- 16 Very poor	For the students who do not show knowledge of subject, not substantive, not pertinent, or not enough to evaluate.

- b. Organization

The organization refers to the students' ability to write ideas and information in good logical order. Topic and supporting sentences are clearly stated. The criteria of giving the score as the following:

18-20 Excellent to Very good	Provide fluent expression, ideas clearly stated, sentences are organized logical sequence cohesive.
14-17 Good to Average	Somewhat choppy, lovely organized but the main ideas stand out.
10- 13 Fair to Poor	Non fluent ideas, confused or disconnected, lack logical sequencing and development.
7- 9 Very poor	Does not communicative, no organization, or not enough to evaluate.

- c. Vocabulary

The criteria of scoring vocabulary were given bellow:

18-20 Excellent to Very good	Students with sophisticated range effectively word form, imitative appropriate register.
14-17 Good to Average	Adequate range occasionally errors, meaning not obscured.
10- 13 Fair to Poor	Limited range, frequent errors of word idiom form choice, usage, put meaning or obscured.
7- 9 Very poor	Lack of essential translation, little knowledge of English vocabulary, idioms, word form or not enough to evaluate.

d. Language use

Language use to someone's capability in writing simple, complex or compound sentences correctly and logically. It also refers to ability use agreement in sentences and some other words such as nouns, adjective, and signal the criteria of scoring these are follows:

22- 25 Excellent to Very good	Effective complex construction, few errors of agreement, tenses, numbers, word order, articles, pronoun, prepositions.
18- 21 Good to Average	Some ineffective complex construction, few errors on the uses of sentence elements.
14- 17 Fair to Poor	Major problem in simple complex construction, tenses, word order /function, articles, preposition, meaning confused and obscured.
5- 13 Very poor	Usually not mastery of sentence construction rules dominated by errors. Does not communicate, not enough to evaluate.

e. Mechanics

The criteria of scoring the mechanics are given bellow:

5 Excellent to Very good	Demonstrated mastery of punctuations, few errors in capitalization.
4 Good to Average	Occasional errors in spelling, punctuation, capitalization, writing sentences but meaning not obscured.
3 Fair to Poor	Frequent errors of punctuation, capitalization, writing sentences, poor hand writing, meaning confused or obscured.
2 Very poor	Not mastery of convention, dominated by errors of spelling punctuation, capitalization, writing sentences, hand writing not enough to evaluate.

Based on those indicators in writing paragraph would be classified in quantitative and qualitative system. The scale is as follow:

Table 2. The scale of Quantitative and Qualitative Score

Qualitative Form	Quantitative Form
Excellent	90 – 100
Good	70 – 89
Poor	30 – 69
Very poor	0- 29

**Technique of Analysis Data**

After collecting the data from the test, the data was calculated by using t-test. The following procedure was implemented to analyze the data:

1. Scoring the students' answer for correct answer and the wrong answer. Listening their scores in two tables, first for pre-test scores and second for post-test scores.
2. Determining the equation of linear regression, by using the formula: (Sudjana, 2002: 312)

$\hat{Y} = a + bx$ . Where a and b is getting by:

$$a = \frac{(\sum y_1)(\sum x_1) - (\sum x_1)(\sum x_1 y_1)}{n(\sum x_1^2) - (\sum x_1)^2}$$

$$b = \frac{N(\sum X_1 Y_1) - (\sum X_1)(\sum Y_1)}{n(X^2) - (\sum X)^2}$$

3. Determining coefficient  $r^2$  by formulating (Sudjana, 2002: 370):

$$r^2 = \frac{b\{n(\sum XY) - (\sum X)(\sum Y)\}}{n(\sum Y^2) - (\sum Y)^2}$$

4. Examining the statistical Hypothesis

Ha :  $P \neq 0$  there was a significant the effect of extra-curricular activity on the students' achievement in learning English

Ho :  $P = 0$  there was not a significant the effect of extra-curricular activity on the students' achievement in learning English

By using statistic t formulation: (Sudjana, 2002: 380)

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$-t\left\{1 - \frac{1}{2}\alpha\right\} < t < t\left\{1 - \frac{1}{2}\alpha\right\}$$

With the criteria examination, Ho is accepted if where

$t\left\{1 - \frac{1}{2}\alpha\right\}$  is getting by t distribution with  $dk = n - 2$

In the other way Ho is rejected.

5. Determining the percentage of the effect X variable toward Y variable by using determination formulation:

$D = r^2 \times 100$  where

$$r^2 = \frac{b\{n(\sum XY) - (\sum X)(\sum Y)\}}{n(\sum Y^2) - (\sum Y)^2}$$

#### Examining the Statistical Hypothesis

Ha :  $P \neq 0$  there is a significant the effect of extra-curricular activity on the students' achievement in writing

Ho :  $P = 0$  there is not a significant the effect of extra-curricular activity on the students' achievement in writing

With the criteria examination, Ho is accepted if  $-t\left\{1 - \frac{1}{2}\alpha\right\} < t < t\left\{1 - \frac{1}{2}\alpha\right\}$

where  $t\left\{1 - \frac{1}{2}\alpha\right\}$  is getting by t distribution with  $dk = n - 2$ .  
 $\alpha = 5\% = 0.05$ . In the other way Ho is rejected.

$$t_{\text{observer}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t_{\text{table}} = \frac{(0.82)(6.92)}{\sqrt{0.32}} = 10.13$$

$$t = \left(1 - \frac{1}{2} \alpha\right) dk = \left(1 - \frac{1}{2} 0.05\right) 48 = 2.02$$

The conclusion, because  $t_{\text{observe}} > t_{\text{table}}$  or  $10.13 > 2.02$ . So,  $H_0$  is rejected. It means that  $H_a$  is accepted. "There is a significant the effect of extra-curricular activity on the students' achievement in learning English especially in writing narrative paragraph".

Determining the percentage of the effect X variable toward Y variable  
 $D = r^2 \times 100\% = 0.68 \times 100\% = 68\%$

## Regression

### Descriptive Statistics

	Mean	Std. Deviation	N
Writing Narrative paragraph	80.56	7.856	50
English Club	56.60	6.809	50

### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.826 <sup>a</sup>	.682	.676	4.474

a. Predictors: (Constant), English Club

b. Dependent Variable: Writing Narrative paragraph

### Coefficients<sup>a</sup>

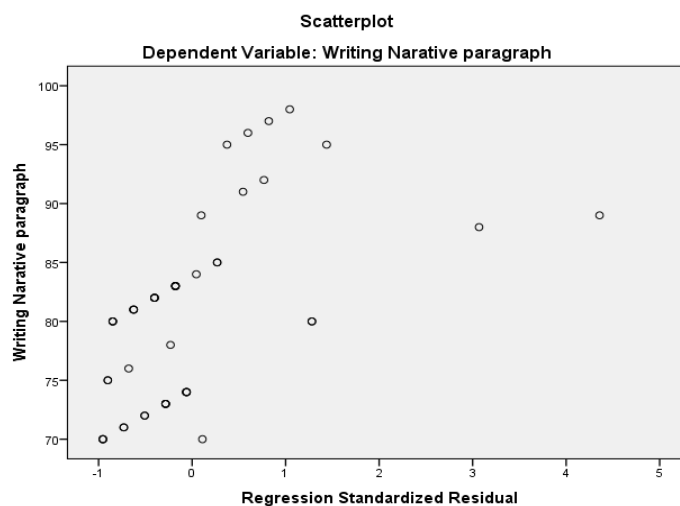
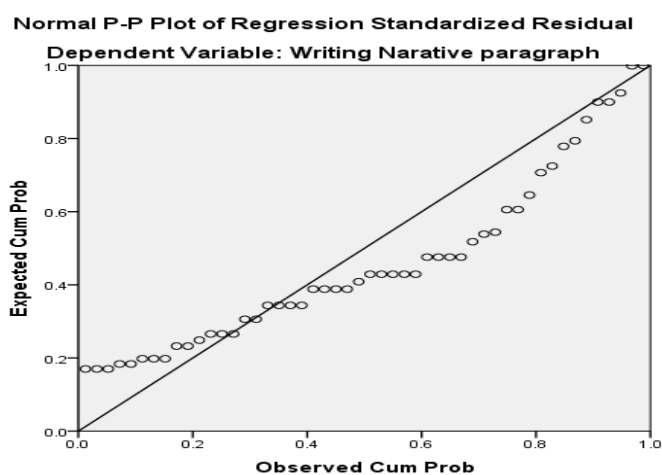
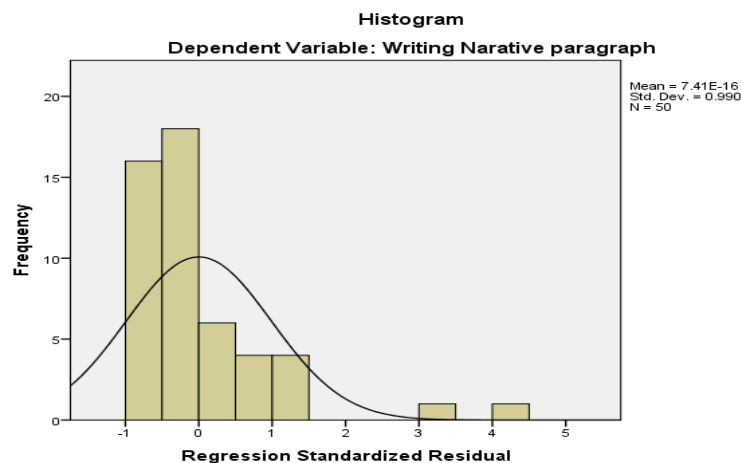
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.621	5.350		4.975	.000
	English Club	.953	.094	.826	10.153	.000

a. Dependent Variable: Writing Narrative paragraph

### Residuals Statistics<sup>a</sup>

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	69.51	93.33	80.56	6.489	50
Residual	-4.270	19.495	.000	4.428	50
Std. Predicted Value	-1.704	1.968	.000	1.000	50
Std. Residual	-.954	4.357	.000	.990	50

a. Dependent Variable: Writing Narrative paragraph



It means: the effect of extra- curricular activity on the students' achievement in learning English was 68%.

### Findings

After analyzing all data, some findings can be presented as follows:

1. It was found that the effect of extra-curricular activity on the students' achievement in writing got better achievement than those taught by the other ways in writing narrative paragraph. It can be seen from the difference of mean score from the both.

2. Based on the calculation. The mean score of post-test was higher than that of pre-test and also because the result.

## CONCLUSIONS AND SUGGESTIONS

### A. Conclusions

It is found that the effect of extra-curricular activity can cause a positive effect on students' achievement in writing, especially in writing narrative paragraph, which is proven from the result of the test  $t_{\text{observe}} > t_{\text{table}}$  or  $10.13 > 2.02$ . And the percentage of the effect was getting 68 %.

### B. Suggestions

The teacher can apply extra-curricular activity in teaching writing especially in teaching writing narrative paragraph in the classroom. It makes the students more be active and interest in learning writing activities and until the students enjoy and not bored. And the students especially in University of Muhammadiyah Sumatera Utara can add their knowledge and to make a good writing about what they got in their real life through Extra-curricular activity, because it can improve their ability in mastering writing and their interest and enthusiasm to write a narrative paragraph.

## ACKNOWLEDGEMENT

Thanks to all the students who participated in this study. The gratitude is also expressed to the Head of Department of for supporting this research

## REFERENCES

- Arikunto, (2006), "*Procedure Penelitian*". PT. Rineka Cipta, Jakarta.
- Barli, Bram. 1995. "*Write Well Improving Writing Skills*", Kansius, Yogyakarta.
- Emiq. J. (1988). *Writing Composition and Rethoric, Language and Literacy*. Oxford University Press, Oxford, England.
- Heaton. JB. (1988), "*Writing English Language Test*". Longman, New York.
- Lado, R. Metaggort.(1980), "*Writing Skills*". Longman, London.
- Oshima, A. and A. Hogue, (1999), "*Writing Academic English*". Addison. Wesley Longman, New York.
- Percy E. Burrep, (1962), "*Modern High School Administrasi*", Harper & Brothers Publisher, New York.
- Sudjana, (2002), "*Metode Statistika*".Tarsito, Bandung.
- Sugiono, Anas, (2000), "*Pengantar Evaluasi Pendidikan*". Raja Grafindo Persada, Jakarta.
- Suharsimi Arikunto, (1988), "*Pengelolaan Kelas dan Siswa*", CV Rajawali, Jakarta.
- Suryosubroto. B, (1997), "*Proses Belajar Mengajar Di Sekolah*", Rineka Cipta, Jakarta.
- Tarigan, (1982), "*Writing Composition and Rethoric, Language and Literacy*".; Oxford University Press, Oxford, England.

# THE EFFECTIVENESS OF USING LECTURE BINGO ON THE STUDENTS' ACHIEVEMENT IN SPEAKING AT ENGLISH DEPARTMENT FKIP UMSU

**Dewi Kesuma Nasution**

[dewikesuma\\_21@yahoo.com](mailto:dewikesuma_21@yahoo.com)

*University of Muhammadiyah Sumatera Utara*

**Fatimah Sari Siregar**

[fatimah\\_sari84@yahoo.com](mailto:fatimah_sari84@yahoo.com)

*University of Muhammadiyah Sumatera Utara*

## ABSTRACT

*This study deals with the effectiveness of using lecture Bingo on the students' achievement in speaking at English Department FKIP UMSU. This study was conducted by using descriptive qualitative method. In this case, the researcher took 30 students as the sample. The instrument of this study was the dialogue based on the situation about expressions of repetition, likes, dislikes and practice in front of the class. Besides conducting pretest and posttest, the observation sheet of student activity and teacher performance was given to both teacher and students. And the questionnaire sheet of students' response was also given. The result showed that the mean of pretest was 68 and the mean score in posttest was 81.4. Achievement of students' effectiveness activity, teacher performance and the students' response were on good category with mean score  $\geq 2.9$ . It means that there was an effectiveness of Lecture Bingo on the students' achievement in speaking.*

**Keywords:** *effectiveness, lecture bingo, speaking achievement*

## INTRODUCTION

The choice of teaching method used has the main role in determining of success of teaching especially in speaking. Nunan in Language Teaching Methodology, states that to most 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. According to Silberman, M. (1995) in her book 101 Ways to Make Training Active, the procedure of lecture bingo in class is: (1) Creating a lecture with up to nine key points (2) Developing a bingo card that contains these key points on a 3 X 3 grid. Place a different point in each of the boxes. If you have fewer than nine key points, leave some boxes empty (3) Creating additional bingo cards with the same key points but place the points in different boxes. The result should be that few, if any, bingo cards are alike (4) Distributing the bingo cards to the learners. Also provide learners with a strip of nine self-sticking colored dots (approximately,  $\frac{1}{2}$ " to  $\frac{3}{4}$ " in diameter). Instruct the learners that as your lecture proceeds from point to point, they should place a dot on their cards for each point that you discuss. (Note: Empty boxes cannot be covered with a dot.) (5) As participants collect three vertical, horizontal, or diagonal dots in a row, they yell "Bingo!" (6) Completing the lecture. Allow participants to obtain bingo as many times as they can. The use of lecture bingo is hoped to improve student ability in speaking. Student must be more active in learning process, good group discussion to improve their ability. That's why the researcher intends to conduct a research with the title "The Effectiveness of Lecture Bingo on the Students' Ability in Speaking at University of Muhammadiyah Sumatera Utara.

## METHOD

This descriptive qualitative study sought to find out the effectiveness of lecture bingo strategy on the students' ability in speaking and to find out the students' result in speaking by applying lecture bingo strategy at University of Muhammadiyah Sumatera Utara. The researcher took 30 students as the sample. The instrument of this study was the dialogue based on the situation about expressions of repetition, likes, dislikes and practice in front of the class. Besides conducting pretest and posttest, the observation sheet of student activity and teacher performance were given to both of teacher and students. And the questionnaire sheet of students' response was also given.

## FINDINGS

The result showed that the mean of pretest was 68 and the mean score in posttest was 81.4. Achievement of students' effectiveness activity, teacher performance and the students, response were on good category with mean score  $\geq 2.9$ . Those data could be seen on the following table below.

**Table 4.6**  
**Pre-test and Post-test Scoring Result of University of Muhammadiyah Sumatera Utara Students**

No	Students' Initial Name	Score	
		Pre-Test	Post- Test
1	NK	75	95
2	RM	71	86
3	FR	70	78
4	AI	73	91
5	RS	65	87
6	IYS	65	85
7	MR	60	82
8	GH	67	85
9	FF	64	81
10	MM	67	85
11	MUW	61	85
12	FA	76	95
13	MIF	66	82
14	RY	66	84
15	KA	66	90
16	MIK	65	80
17	BR	75	95
18	ARB	70	76
19	AR	68	75
20	IEF	66	90
21	EF	57	75
22	MR	70	65
23	SS	55	90
24	BTH	72	75
25	MR	64	75
26	AW	66	63
27	MS	71	70
28	MR	68	75
29	SA	71	65
30	MPR	64	82
Total		2043	2442

<b>Mean</b>	<b>68</b>	<b>81.4</b>
<b>Lowest score</b>	<b>55</b>	<b>63</b>
<b>Highest score</b>	<b>76</b>	<b>95</b>
<b>Student that Unable</b>	<b>19</b>	<b>3</b>
<b>Student that Able</b>	<b>11</b>	<b>27</b>
<b>Percentage of mastery learning</b>	<b>37 %</b>	<b>90%</b>

Based on the table showed the mean of Pre-test was 68 and the mean of Post-test was 81.4. The highest score in Pre-test was 76 and the lowest was 55 while in Post-test the highest score was 95 and the lowest was 63.

Then, it would be seen how student activity changing on first meeting and second meeting. The following table was the result of student on learning effectiveness in first meeting and second meeting.

**Table 4.7**  
**Student Activity Observation Result on Learning Effectiveness**

<b>No</b>	<b>Scoring Aspect</b>	<b>Score</b>	
		<b>Meeting I</b>	<b>Meeting II</b>
1	Giving attention/ listening to teacher explaining	2.7	3.5
2	Reading/ writing (Relevant with KBM)	2.56	3.4
3	Doing/ solving problem	2.33	3.2
4	Discussion/ asking student- student or student-teacher	2.53	3
5	Communicating the result of group work	2.7	2.9
6	Behavior that not relevant with KBM	0.96	1.3
<b>Total</b>		<b>13.78</b>	<b>17.3</b>
<b>Mean</b>		<b>2.3</b>	<b>2.9</b>
<b>Category</b>		<b>Active Enough</b>	<b>Active</b>

Based on the data, seen that the highest score of student activity was on the first indicator. It means that Lecture Bingo strategy was “effective” evaluated from student activity.

On doing research, researcher had been observed by subject another lecturer. Lecturer observed the performance of researcher when teaching English speaking. Below was the lecturer activity observation result.

**Table 4.8**  
**Observation Table of Lecturer Performance**

<b>No</b>	<b>Observed Aspects</b>	<b>Score</b>
		<b>Meeting II</b>
1	Teacher ability in opening the lesson and convey the result of the study	4
2	Teacher ability to convey the lesson clearly	4
3	Teacher ability to organize student, so the student can be active in learning process	4
4	Teacher ability to lead and motivate student in improving and showing the learning result	4
5	Teacher ability to analyzing and evaluating the learning process	4
6	Teacher ability to close the learning process and giving conclusion	3

<b>Total</b>	<b>23</b>
<b>Mean</b>	<b>3.8</b>
<b>Category</b>	<b>Very Good</b>

Based on the data, seen that the highest score of lecturer activity was on 1, 2, 3, and 4 indicators. And the low score of it was on the 6 indicator. It means that Lecture Bingo strategy was “effective” evaluated from lecturer activity. Another one to be observed was Student Response.

Below was the table of student’s response observation result on learning effectiveness in first meeting and second meeting.

**Table 4.9**  
**Student’s Response Observation Result on Learning Effectiveness**

No	Scoring Aspects	Score	
		Meeting I	Meeting II
1	How do you feel with the lesson subject	2.8	3.3
2	How do you feel with the student work sheet	2.9	3.7
3	How do you feel with the learning atmosphere in the class	2.5	3.3
4	How do you feel with the way of teacher in teaching	3.1	3.7
5	How do you opinion with the lesson subject	2.6	3.3
6	How do you opinion with the student work sheet	2.63	3.3
7	How do you opinion with the learning atmosphere in the class	2.8	3.5
8	How do you opinion with the way of teacher in teaching	3.1	3.8
9	Are you interesting in following the next lesson	3.1	3.7
10	How do you opinion with the student work sheet	3	3.7
<b>Total</b>		<b>28.5</b>	<b>37.2</b>
<b>Mean</b>		<b>2.85</b>	<b>3.72</b>
<b>Category</b>		<b>Happy</b>	<b>Very Happy</b>

Based on the data, seen the highest score of student’s response was on 2, 4, 7, 8, 9, and 10 indicators. It means that Lecture Bingo strategy was “effective” evaluated from student’s response.

## CONCLUSION AND SUGGESTION

Based on the data analysis, there are some conclusions that can be described as follows (1) The mean score of pre-test was 68 with 19 students who got unable category and rest of students who able only 11 students. And the mean score of post-test was 81.4 with 27 students who got able category and rest of students who unable only 3 students. It means that there was an effectiveness of Lecture Bingo Strategy on the students’ ability in speaking. (2) Achievement of student effectiveness activity, teacher performance, and students’ response was on good category with mean score  $\geq 2.9$ . In relation to the conclusions previously stated suggestions are staged as following : (1) English lecturers should choose the right strategy with regard to the character of students and adjust to the topic of discussion, use the Lecture Bingo strategy, because this strategy is easier for students to remember what they would have mentioned to be practiced and try to make some variations in teaching speaking until students comprehend and mastery many

vocabulary, so they could practice with others. (1) And the students should study hard, practice to improve their ability in speaking.

### ACKNOWLEDGEMENT

Thanks to all the students who participated in this study. The gratitude is also expressed to the Head of Department of for supporting this research.

### REFERENCES

- A. L. Chaney and T. L. Burke. (1998). *Teaching Oral Communication in Grades K-8*. Boston: Allyn & Bacon.
- Arikunto, Suharsimi. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : Rineka Cipta.
- Cameron, Lynne. (2001). *Teaching Language to Young Learners*. Cambridge: Cambridge University Press.
- Celce, Marianne. (2001). *Teaching English as a second or foreign language third edition*. USA.
- Fauziati, Endang. (2008). *Teaching Of English As A Foreign Language (TEFL)*. Surakarta: Muhammadiyah University Press.
- Haris, David P. (2000). *Testing English as a Second Language*. New York: Mc. Graw Hill Book Company.
- Harmer. (1998). *How to Teach English*. England: Longman.
- Luluk Mawati Sholikhah I. G. P. Asto Buditjahjanto, “*The Effect of Lecture Bingo Game Strategy in Cooperative Learning Type NHT to Student Result at the Digital Standard Competence Technique in SMKN 1 JETIS Mojokerto*”. Jakarta: Rineka Cipta
- Theodore, Huebner. (1960). *Audio Visual Technique in Teaching Foreign Language*. New York: Cambridge University Press.
- Widdowson, H.G. (1997). *The Practice of English Language Teaching*. United States of America: Harcourt Brace Javanovich inc.

# CONSIDERING THE SYSTEM OF ENGLISH SOUNDS IN EFL CLASSROOM IN INDONESIA

Dyah Kusumastuti

[dyahkusumastuti@ymail.com](mailto:dyahkusumastuti@ymail.com)

University of Muhammadiyah Purwokerto, Purwokerto, Indonesia

## ABSTRACT

*Pronunciation is one of indispensable English components to be mastered. Learners in Indonesia both in junior and senior high schools are demanded to have good pronunciation. Good pronunciation brings smooth communication since there will be no misunderstandings between speakers. The case is that English in Indonesia is not used in daily communication, English is as a foreign language (EFL) in which Indonesian language and vernaculars are the main languages. Due to the fact aforementioned, the English learners in Indonesia should well adapt with the English system. The English pronunciation system is different from Indonesian language, moreover, most English sounds are not found in Indonesian language. This issue does not come to talk about having a perfect pronunciation like native but it deals with a discourse why the learners must consider about the way to keep on trying in having good pronunciation. The consideration especially relates to the English sounds that are not found in Indonesian language such as /θ/ and /ð/, it is a challenge to have good pronunciation since in some learning cases the learners can not refer to any sounds in Indonesia. Therefore, this article discusses about what English sounds that can not be found in Indonesian language, the knowledge of it will make the learners aware of avoiding errors. Nonetheless, intelligibility of the Indonesian learners as the non-native speakers should be highlighted.*

**Keywords:** *Pronunciation, EFL, sound*

## INTRODUCTION

English is a compulsory subject to give to all students in Indonesia especially for them who are in high schools. As a foreign language (EFL), it is challenging for the students to master this language, in which Indonesian people do not use it for daily communication. They only get from their English class or they must use it only when it is needed. Nevertheless, learn this language is a very fruitful thing, moreover in this era. Beside skills, it has some components to consider, they are spelling, grammar, pronunciation, etc. This article examines in pronunciation. Pronunciation is got from the teaching learning process.

The teaching learning process should support the student's goal in mastering the English components, especially the English pronunciation. If the students have poor competence in pronunciation, it can be hard for some people to catch what they meant. Therefore, teacher in high schools must facilitate their students by providing a teaching approach by which the students can have good English competence. This is because one major objective of EFL teaching is to develop the learner's language competency, their fluency and accuracy as well (Huang, 2009). Then, teacher is a pronunciation "coach", who has a critical role in monitoring and guiding their students' spoken English (Morley, 1991). It is hoped that the learners can get a supportive and comfortable learning environment.

In Indonesia's high schools, students learn pronunciation from their activities in the class. They learn the four major skills, listening, reading, speaking and even writing.

However, through those skills, students must be sure to pronounce the English words correctly. During the reading activities, students always read aloud and it means they should pronounce the words of the text well. Even though in writing, they learn pronunciation implicitly, it means that they produce words not in a loud way but pronunciation also learns about spelling which the students should know the correct form of a word and if they write some words, they have to know the correct form and it has a strong relation to pronunciation.

One of the primary goals of teaching pronunciation is to have intelligible pronunciation (Morley, 1991). Morley states that intelligible means mastering pronunciation must not be perfect like native but considering pronunciation is as an essential component of communicative competence. Instead, Morley calls for setting more realistic goals that are reasonable, applicable and suitable for the communication needs of the learner (Gilakjani, 2012). To talk about pronunciation, it also talks about communication. In order to have a good atmosphere of communication, the learners should have a good competence in pronunciation. Hereafter, good pronunciation can avoid misunderstanding between speakers. This fact is in accordance with the system of sounds. When the EFL learners try to communicate, they should produce the English words fluently. Since their partner should comprehend and get the message well, pronunciation must be highlighted in their learning process.

Teacher's task is to help the students to have intelligible pronunciation, and then at the end the students can have speech awareness as well. Pronunciation discusses the two main features of pronunciation, segmental and suprasegmental level. Other words for the two features are micro and major level. The two features cover all parts in learning pronunciation, such as intonation, linking, stress, etc.

Pronunciation deals with sounds in which Indonesia has different system with the English sounds. Therefore, this fact makes the English learners should be aware of it. What makes it different is that some English sounds can not be found at all in Indonesian language. Since it is the reality, the English learners should really consider that they must well-adapt with the differences exist. It is the intent of this article is to share about the system of English sounds in which the EFL learners in Indonesia should consider. By knowing the difference, the aim is not to make the students worry about not like native speakers but to have a strong effort to master English Pronunciation well.

## **1. Pronunciation**

Pronunciation is an urgent component to master in order to have good communication skill. There are some features that the learners should know.

### **1.1 Pronunciation Features**

The idea from past time that the learners should sound like a native is now becoming unrealistic (Burns, 2003). In the recent time, the word intelligible is more appropriate than perfect. The learners, especially the EFL learners, do not have to worry about having different English accent; different means the way they speak is not like native.

#### **1.1.1 Suprasegmental Feature**

Suprasegmental features relate to sounds at the macro level (Huang, 2009). The suprasegmental features are important to have an effective pronunciation. In this level, there are some features, they are linking, intonation and stress (Burns, 2003).

#### **1.1.2 Segmental Feature**

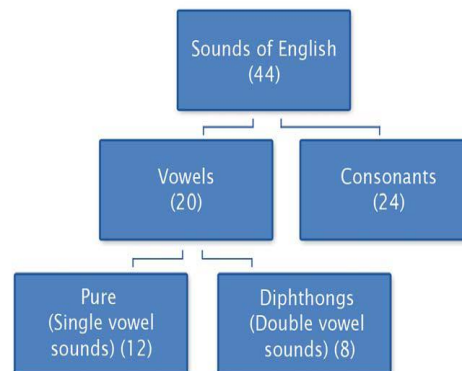
Opposite to suprasegmental features, segmental features relate to sounds at the micro level (Huang, 2009). This feature covers vowel, consonant and diphthong sounds.

The teaching of suprasegmental features such as intonation and stress is more important than segmental features such as vowel and consonant. Therefore, when teaching in English as an International Language (EIL), based on some studies, the teachers need to stress teaching suprasegmental features (Adityarini, 2007).

## 2. Sounds

Sounds are the part of segmental features. However, English has 26 letters, but the amounts of English sounds are more than 40 vowel and consonant sounds (Mark, 2007). Instead basically, English sounds are divided into three parts, beside vowel and consonant, the learners will also learn diphthong.

Figure 2.1 Sounds of English



### 2.1 Vowel Sound

Vowel sound is also called monophthong, it is produced by opening the vocal tract. English has five basic vowels, but they are divided into short and long vowels. This part discusses the pure (single vowel sounds). Pure vowel sound is sounds which are produced when the tongue remains in the same position even when the sound is prolonged, for example sit, heat, pot, etc (NN,2013)

Here is a table that shows the English vowel sounds.

English Vowel Sounds  
(Concluded from Denning, et al., 2007)

No.	Symbol	Words Example	Phonetic Transcription
1.	/i:/	<i>see</i>	[si:]
2.	/ɪ/	<i>sit</i>	[sɪt]
3.	/e/	<i>get</i>	[get]
4.	/æ/	<i>mat</i>	[mæt]
5.	/ɑ:/	<i>car</i>	[kɑ:]
6.	/ɒ/	<i>lot</i>	[lɒt]
7.	/ɔ:/	<i>saw</i>	[sɔ:]
8.	/u/	<i>put</i>	[put]
9.	/u:/	<i>too</i>	[tu:]
10.	/ʌ/	<i>shut</i>	[ʃʌt]
11.	/ə/	<i>another</i>	[ənʌðə]
12.	/ə:/	<i>fur</i>	[fə:]

## 2.2 Consonant Sound

Consonant sound is one in which the air stream coming out of the lungs is modified in the mouth cavity by some blockage created by the tongue, lips, etc. (NN, 2013). English has around twenty consonants.

English Consonant Sounds  
(Concluded from Denning, et al., 2007)

No.	Symbol	Words Example	Phonetic Transcription
1.	/p/	<i>Lip</i>	[lip]
2.	/b/	<i>Boy</i>	[bɔi]
3.	/t/	<i>Time</i>	[taim]
4.	/d/	<i>Dog</i>	[dɔg]
5.	/k/	<i>Kin</i>	[kin]
6.	/g/	<i>Get</i>	[get]
7.	/j/	<i>yacht</i>	[jat]
8.	/f/	<i>Four</i>	[fo:]
9.	/v/	<i>Very</i>	[veri]
10.	/θ/	<i>thank</i>	[θæŋk]
11.	/ð/	<i>They</i>	[ðei]
12.	/s/	<i>sing</i>	[siŋ]
13.	/z/	<i>zebra</i>	[zibra]
14.	/ʃ/	<i>sheep</i>	[ʃhi:p]
15.	/ʒ/	<i>pleasure</i>	[plɛʒə]
16.	/h/	<i>home</i>	[houm]
17.	/tʃ/	<i>chip</i>	[tʃip]
18.	/dʒ/	<i>job</i>	[dʒɒb]
19.	/m/	<i>mother</i>	[mɒðə]
20.	/n/	<i>nothing</i>	[nʌθiŋ]
21.	/ŋ/	<i>sing</i>	[siŋ]
22.	/l/	<i>bottle</i>	[bɒtl]
23.	/r/	<i>here</i>	[hi:ə:]
24.	/w/	<i>one</i>	[wan]

## 2.3 Diphthong

Diphthong is defined by Jones (1998) as a sound made by gliding from one vowel to another represented phonetically by sequence of two letters.

Diphthong sounds are divided into three main sounds:

/ɪ/: /eɪ/: gate

/aɪ/: high

/ɔɪ/: toy

/ʊ/: /əʊ/: show

/aʊ/: house

/ə/: /ɪə/: ear

/ɛə/: chair

/ʊə/: poor

## 3. Indonesia VS English System of Sound

Indonesian language is included as an Austronesia language family, while English is included in Indo-European language family. Because of that, some differences are likely to be appeared; the Austronesia languages are not time-based, whereas English has time-based structure. It effects on the grammar. The next consequence is that some English sounds cannot be found in Indonesian language.

Therefore, Indonesian learners may find difficulties in learning the English sound. Nonetheless, it is very challenging to have intelligible pronunciation. A research which was done by Matthew about the English pronunciation of consonant which is produced by Indonesian found a result that the Indonesian first language speakers heard the English sound /z/ as /z/, it happens since sound /z/ does not exist in Indonesian language (Matthew, 1997).

There are some sounds, especially for some consonant and diphtong sounds, that can not be found at all in Indonesian language.

a. Vowel sounds

/æ/ and /ʌ/

b. Consonant sounds

- /θ/

- /ð/

- /ʃ/

- /ʒ/

- /tʃ/

- /dʒ/

c. Diphtong

- /eɪ/

- /əʊ/

- /ɪə/, /εə/, /ʊə/

For some consonant and vowel sounds that Indonesian language does not have, the Indonesian learners will refer the sounds to Indonesian sounds which sound the same as English. The reality can be a tool to consider the teaching pronunciation process in which the intelligibility also must be considered. According to Richards and Schmidt (2002) intelligibility is the degree to which a message can be understood.

## CONCLUSION

Since the English sounds should be learned well by the learners, it should be delivered in a supportive and comfortable environment of EFL classroom. However, teacher must always highlight those different sounds because learners have to master the pronunciation sound for the sake of having good communication competence. Since English is now an International Language (EIL), the discussion is not about to have a target like native speakers but to have intelligibility which means that the words pronounce are comprehensible.

## REFERENCE

- Adityarini, H. 2007. *English as an International Language (EIL) and Implications for English Language Teaching*. Kajian Linguistik dan Sastra, Vol. 19, No. 2, Desember 2007: 103-111
- Burns, A. & Stephanie, C. 2003. *Clearly Speaking, Pronunciation in Action for Teachers*. Sydney: Macquarie University
- Denning, K., et al. 2007. *English Vocabulary Elements (2<sup>nd</sup> ed)*. New York: Oxford University Press
- Gilakjani, A.P. 2012. *A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction*. International Journal of Humanities and Social Science Vol. 2 No. 3; February 2012
- Huang, Su-Chen. 2009. *The Efficacy of Setting Process Goals in Orienting EFL Learners to Attend to the Formal Aspects of Oral Production*
- Jones, D. 1998. *The Pronunciation of English*. UK:Cambridge University Press
- Mark, J. 2007. *English Pronunciation in Use, Elementary*. UK:Cambridge University Press

- Matthew, I.B.D. 1997. *Errors in Pronunciation of Consonants by Indonesian, Gayo and Acehese Learners of English As a Foreign Language*. Thesis. Unpublished: Edith Cowan University
- Morley, J. 1991. *The pronunciation component in teaching English to Speakers of Other Languages*, TESOL Quarterly, Vol.25(1), 51-74.
- NN. 2013. *The Sound System of English, Section 1*. Dayalbagh Educational Institute Spoken English
- Richards, J. & Schmidt, R. 2002. *Dictionary of Language Teaching and Applied Linguistics*. London: Longman.

# TEACHING LISTENING ABILITY BY USING BLENDED LEARNING APPROACH TO THE STUDENTS OF THE SECOND SEMESTER OF ENGLISH EDUCATION STKIP MUHAMMADIYAH PRINGSEWU LAMPUNG ACADEMIC YEARS 2015 / 2016

Fatma Yuniarti  
[Yuniarti\\_fatma@yahoo.com](mailto:Yuniarti_fatma@yahoo.com)

## ABSTRACT

*The aim of this research is intended to determine of Teaching Listening Ability by Using Blended Learning Approach to The Students of The Second Semester of English Education STKIP Muhammadiyah Pringsewu Lampung Academic Years 2015 / 2. This research is experimental design. The participants of the research are the students of The Second Semester of English Education STKIP Muhammadiyah Pringsewu Lampung Academic Years 2015 /2016. The researcher in this case two intact classes with a total number of 69 students selected as the samples of the study by randomly. The research instrument used by the researcher is in the form of daily observation, questionnaires, and test. The data in the research are mainly gathered through the use of questionnaires, practicing, recording, interviews, observational data, and photography. After the data are collected, the researcher utilizes a test consisting of pre-test given in the beginning and post-test given after the treatment in the end of the study. The test is employed to reveal the students' Listening ability. The data are analyzed utilizing descriptive and inferential analysis. The finding of the research shows that the Blended Learning approach is effective on the students' Listening to the students of The Second Semester of English Education STKIP Muhammadiyah Pringsewu Lampung Academic Years 2015 / 2016. It is supported from the mean of the pre-test and post-test for experimental group and control group. This study yields the mean in pre-test for experimental group is 65.26 and 65.35 for the control group. In the post-test the mean of the experimental group becomes 75.09 and 67.59 for the control group. The T-test value showed 97.988 with the degree of freedom 62. It was higher than the value of T-table (2.000) the significant level of 0.005. It means that Blended Learning is more effective than conventional technique to teach Listening.*

**Key words:** *Blended Learning, Effectiveness, Listening Ability.*

## INTRODUCTION

Today, English becomes more widely used. English is not only an international language for general communication, but also a language for specific needs. People willingly learn English because they realize that English is meaningful to widen their knowledge in their fields work.

As an international language, English plays an important role in many aspects of human life all over the world. English regarded as the second foreign language is used to transfer and develop science and technology. Besides, English has function as an aid to conduct international relationship with the other countries and nations in the world.

Hutchinson and Waters (1987: 6) state that English becomes the accepted international language of technology and commerce, it creates a new generation of learners who know specially why they were learning a language businessmen and who want sell their product, mechanics who had to read instructional manuals, and who needed to keep up with the development in their field and a whole range of students whose course of the study include text books and journals available in English.

In teaching learning process, English receives high priority. In our formal education, English is one of the compulsory subjects taught from kindergarten to university. In Indonesia, the goal of teaching learning in English is that students are expected to be able to communicate in English well. In English, there are four abilities which must be mastered they are listening, speaking, reading, and writing. All of these abilities are important, but in learning language, listening is regarded as one of the most important as a basic important ability of communication. According to Byrne (1992: 9), listening is the ability to express oneself intelligibly, accurately, and reasonably. It means that the listening is ability as the capacity or power to do something physical or mental.

According to Hornby (1995: 140), Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.

Listening involves a sender (a person, radio, television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.

Given the importance of listening in language learning and teaching, it is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.

According to Nunan (2003:48), there are two reasons that listening is more difficult than the other abilities. Second, unlike reading or writing, listening happens in a real time; usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing. Teaching listening is sometimes considered a simple commercial language schools around the world hire people with no training to teach conversation. Although listening is totally natural, listening in a language other than our own is anything but simple.

An English teacher should know about the condition of their students and make the students able to master the subject well. They also should know some problems that are faced by the students in studying English language and give them good understanding of English. Graddol (2006: 122) says good English is an entry requirement for much tertiary education in a global market where English gives the user a competitive advantage. English in Indonesia is very difficult because of English become foreign language. The students need to think hard even translate to catch the meaning from the target language to the second language. It means that the students should learn deeply to master the target language in their school because of it become a compulsory subject to study.

In this research, the researcher was observe the second semester students of English Educational Program of STKIP Muhammadiyah Pringsewu Lampung, to know the situation in the learning process, especially English listening ability. In addition the

researcher also want to get the English syllabus for English Education that should be learnt in this level: such as what a makes a good meeting opening meeting, giving & response to opinions etc. then, the researcher try to get information, what the factors that cause it happen.

There are some problems in mastering listening ability. Secondly, Motivation is important in learning process. It can help learners to get spirit in getting knowledge. Some problems that may prohibit the students to develop their listening ability which are inhibition lack of ideas, like lack of vocabulary, lack of grammar, low participation, and students preference to use their mother language and they don't have a good habit to listen English with the other friends. Besides, some of the students are naturally shy or lack confidence when it comes to listening in public. This may cause students to speak too fast or stumble over their words. They might even listen in low, muffled or with a high-pitched and squeaky voice.

Secondly, the teacher is having difficulties to teach listening in a big class. The main problem is the way to manage it. During the teaching hours the teacher should make the students pay attention to the materials given to them. It needs hard work for getting the students attention. Lack of control also occurs when they teach in a big class. Therefore, it is difficult to implement the individual control for each student. Thus, the teacher cannot evaluate each student's proficiency.

Thirdly, media and material of learning that support students' activity in the classroom. Media and material have a big role in the English teaching and learning process. Actually, media and material that are available are more than enough. The examination of media and material to facilities and to support the English teaching learning process will be rarely done by her. Although there are some computer provided in the institute such as computer assisted laboratory and language laboratory, but the English teacher never uses it optimally. An interactive computer uses the language laboratory because there are many personal computers. If we use interactional computer successfully is the classes we need to be aware of potential problems such as, poor viewing conditions. We have to be sure that students operate the computer and do not operate another programs is computer. Learning method, in this case, learning method is important thing that should be prepared well by the teacher in delivering the materials to the students. One of them that can support teaching learning process is the material. Because of the materials content that usually is not a suitable with the context. The good materials should be based on the students' need. It means the material that given to the students must appropriate to the context.

Teaching materials is a key component in most language programs. Preparing effective teaching materials is similar to the processes involved in planning and teaching a lesson. The goal is to create materials that can serve as resources for effective learning. Materials may also serves as a form of teacher training. The provide ideas on how to plan and teach lessons as well as formats that teachers can use. Nowadays, language teaching that occurs in the world could not take place without the extensive use of commercial materials. These may take place the form of (a) printed materials such as books, workbooks, worksheets or readers (b) non print materials such as cassette or audio materials, videos, or computer based materials (c) materials that comprise both print and non-print sources as self-access materials and materials on the Internet.

## **RESEARCH METHOD**

The study is an experimental design by randomly in terms of using one experimental class and one control class. The experimental group is taught using Blended Learning designed by the researcher and the control group was taught using the conventional technique of teaching used by teacher of foreign language at the Institute. The following figure is design procedure for control group/ group pre-test post-test design.

Table 1. Design of the Experiment Research

Group	Test	Treatment	Test
Experimental Group	Pre-Test	Using Blended Learning	Post Test
Control Group	Pre-Test	Using Conventional Technique	Post Test

This research used pre-test and post-test designs, and useful way of ensuring that an experimental has a strong level of internal validity. The principle behind this design involves two groups, an experimental group and a control group. Both groups are pre-tested, and both are post-tested, the ultimate difference being that one group was administered the treatment. This test allows a number of distinct analyses, giving researcher the tools to filter out experimental noise and confounding variables. The internal validity of this design is strong, because the pre-test ensures that the groups are equivalent. The data of this research is quantitative. The research methodology including; the subject of the research, the instrument of the research, the procedure of the research, technique of collecting data and the technique of analyzing data.

## RESEARCH FINDING AND RESULTS

The research findings discussed in the previous chapter have several important implications for lecture. Although many aspects of the traditional listening classroom remain the same as in the past, the current view of listening as a many-sided interactive process necessitates a more comprehensive approach to teaching listening to help learners meet the challenge of real-life listening. Although listening is an individual activity hidden in one's brain, the teaching and learning of how to listen could be taken out of students' private domain into the public space of the classroom. The focus of instruction changes from whether comprehension is achieved to how it is achieved.

In this part, the researcher describes and explains the result of the data of the students who were taught using conventional technique in the Control group and the students who were taught using Blended Learning in Experimental Group, then compares both variables in order to find out which one is higher. The data of the test consists of mean, standard deviation, maximum score, and minimum score of each variable. In analyzing the data, the researcher used t-test. The result of the descriptive statistic can be seen below:

The analysis of pre-test was conducted to determine how the students' in listening before the implementation of Blended Learning. This analysis uses a t-test to obtain the mean, standard deviation, maximum score and minimum score. The summary of the data distribution of pre-test of the experimental group can be seen in table below:

### a. The Data of Pre-Test of the Experimental Group

Table 2. Data description of the pre-test in the experimental group

Experimental Group	Number of Students	Mean	Standard Deviation	Maximum Scores	Minimum Scores
Pre-Test	35	65.26	4.578	74	52

Resource: the result of pre-test in the experimental group March, 17<sup>th</sup> 2016.

Based on the table above, the data show that the mean achieved by 35 students who belong to experimental group is 65.26 the maximum score is 74, the minimum score is 52 and the standard deviation is 4.578.

To know the level of the students' in listening, the researcher determined the classification by calculating the range of the highest value minus the lowest value divided by the number of class desired interval. The classification is divided into 5 classes: very good, good, fair, poor, very poor. It can be seen from the data below:

Table 3. The Frequency Distribution of the Pre-Test Score of the Experimental Group

Scale Number	Frequency	Percentage	Category
$X > M + 1,5 \text{ SD}$	2	6 %	Very Good
$M + 0,5 \text{ SD} < X < M + 1,5 \text{ SD}$	5	14 %	Good
$M - 0,5 \text{ SD} < X < M + 0,5 \text{ SD}$	14	40 %	Fair
$M - 0,5 \text{ SD} < X < M - 1,5 \text{ SD}$	11	31 %	Poor
$M - 1,5 < \text{SD } X$	3	9 %	Very Poor
Total	35	100 %	

Based on the chart above, it can be seen as much as 6% classified as very good, 14% classified as a good, 40% classified as fair, 31% classified as poor, 9% classified as very poor. It can be concluded that the students who have the highest presentence with fair in listening is 40% classified or 14 students and the students who have the lowest presentence with very poor in is 9% or 3 students.

#### b. The Data of Post-Test of the Experimental Group

The analysis of post-test was conducted to determine how far the students' ability in listening after the implementation of Blended Learning. This analysis uses a t-test to obtain the mean, standard deviation, maximum score and minimum score. The summary of the data distribution of the post-test of the experimental group can be seen in table below:

Table 4. Data description of the post-test in the experimental group

Experimental Group	Number of Students	Mean	Standard Deviation	Maximum Scores	Minimum Scores
Post-Test	35	75.09	5.216	84	62

Resource: the result of pre-test in the experimental group March, 28<sup>th</sup> 2016.

Based o the table above, the data show that the mean achieved by 35 students who belong to experimental group is 75.09 the maximum score is 84, the minimum score is 62 and the standard deviation is 5.216.

To know the level of the student's in listening, the researcher determine classification by calculating the range of the highest value minus the lowest value divided by the number of class desire interval. The classification is divided into 5 classes: very good, good, fair, poor, and very poor. It can be seen from the table below:

Table 5. The Frequency Distribution of the Post-Test Score of the Experimental Group

Scale Number	Frequency	Percentage	Category
$X > M + 1,5 \text{ SD}$	6	18 %	Very Good
$M + 0,5 \text{ SD} < X < M + 1,5 \text{ SD}$	13	37 %	Good
$M - 0,5 \text{ SD} < X < M + 0,5 \text{ SD}$	11	31 %	Fair
$M - 0,5 \text{ SD} < X < M - 1,5 \text{ SD}$	4	11 %	Poor
$M - 1,5 < \text{SD } X$	1	3 %	Very Poor
Total	35	100 %	

Based on the chart above, it can be seen that 18% students classified as very good, 37% classified as a good, 31% classified as fair, 11% classified as poor, 3% classified as very poor. It can be concluded that the students have the highest presentence with good in listening is 37% or 13 students and the students who have the lowest presentence with very poor in listening is 3% or 1 student.

## CONCLUSION

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin). An able listener is capable of doing these four things simultaneously. Willis (1981:134) lists a series of micro-skills of listening, which she calls enabling skills. They are:

1. Predicting what people are going to talk about
2. Guessing at unknown words or phrases without panic
3. Using one's own knowledge of the subject to help one understand
4. Identifying relevant points; rejecting irrelevant information
5. Retaining relevant points (note-taking, summarizing)
6. Recognizing discourse markers, e. g. , Well; Oh, another thing is; Now, finally; etc.

According to Bulletin (1952), listening is one of the fundamental language skills. It's a medium through which children, young people and adults gain a large portion of their education--their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In this day of mass communication (much of it oral), it is of vital importance that our pupils be taught to listen effectively and critically, he says.

Based on the explanation in the previous chapters, this experimental research takes the second semester students of English department of STKIP Muhammadiyah Pringsewu Lampung as the object of this research. The main objective of this research is to find out the comparative effectiveness of teaching listening ability by using Blended Learning approach and without using Blended Learning approach.

Researcher wants to give the conclusions of this research that can make the reader know about this research easily. The researcher has analyzed the data statistically. Based on the statistical analysis, it could be seen that the mean score of the post-test in experimental group was higher than the mean score of the pre-test. In order to know whether the difference between the two means was significant or not, t-test was applied.

Based on the research, the result of this research can be summarized as follows:

1. The mean score of English listening ability of the students taught without using Blended Learning approach or the control group in the pre-test is 65,35 and the mean scores of post-test is 67,59. From the mean of pre-test and post-test of the control group, it can be seen that there is a little progress from the pre-test to the post-test.
2. The English listening ability of two groups of students by using Blended Learning approach and by using conventional technique was different. The mean score of English listening ability of the students taught using Blended Learning approach or the experimental group in the pre-test is 65.26 and the mean scores of post-test is 75.09. From the mean of pre-test and post-test of the experimental group, it can be seen that there is an increase from the pre-test to the post-test.
3. There is a significant difference between the students who were taught by using Blended Learning approach and who were taught without using Blended Learning approach are higher than that of the control group who were taught by using conventional technique. The data show that t-test observed value of 99.310 is higher than t-table of 2.006. Based on the result above, it can be concluded that the use of Blended Learning approach in teaching listening is more effective than using conventional technique.

Based on the result of data analysis, it is proven that the students' score of listening taught by using Blended Learning approach is better. As the mean of the post-test was statistically higher than that of the pre-test, the researcher concluded that the listening

achieved by the second semester students of English department of STKIP Muhammadiyah Pringsewu Lampung improved after they were taught using Blended Learning. It can be concluded that the use of Blended Learning in teaching listening is more effective than conventional technique.

## REFERENCE

- A. A diSessa. 1987. *Media and Technology for Educational and Training*. Ohio: Charles E. Merrill Publishing Company.
- Arikunto, S. 2005. *Penelitian Qualitative dan Quantitative*. Aditya Media: Yogyakarta.
- Brown, D. 1986. *Principle of Language Learning and Teaching*. California: San Fransisco State University.
- \_\_\_\_\_. 2004. *Language Assesment: Principles and Classroom Practices*. California: San Fransisco State University.
- Brumfit. 1983. *Psychology and Language*. USA: Hoascourt Brace Javanovich. Inc.
- Byrne. 1969. *Teaching English as a Second Foreign Language*. Third Edison. Heinle & Heinlen Publisher.
- \_\_\_\_\_. 1992. *Teaching Oral Language*. Singapore: Longman.
- Cameron. 2001. *Teaching and Method: A Systematic Approach*. New Jersey: Prentice Hall.
- Clark and Clark. 1977. *English Teacher's Barries to the use of Computer Assisted Language Learning*. Retrieved on September 20th, 2013 from [http://www.itesij.orgarticles/Clark-call barriers. html](http://www.itesij.orgarticles/Clark-call%20barriers.html)
- Davies, Graham. 2010. *Computer Assisted Instruction (CAI)*. Retrieved on August 9th, 2013 from <http://www.llas.ac.uk./resources>.
- Dawson. 2007. *Multimedia Design Model*. Retrieved on November 18th, 2013 from <http://www.edutechwiki.unique.ch/en/>.
- Dubin. 1977. *Teaching Media*. New Jersey: Prentice Hall.
- Erben. et.al. 2007. *Teaching English to Speaker of Other Languages*. United Kingdom: Cambridge University Press.
- Finocchiaro, M and Brumfit, C. 1983. *The Functional National Approach: From Theory to Practice*. Oxford: Oxford University Press.
- Fulcher, G. 2003. *Testing Second Language Speaking*. London: Longman.
- Gradol. 2006. *Teaching of English as A Foreign Language*. Cambridge: Cambridge University Press.
- Hadisusmanto. 1978. *Media Pendidikan: Pengertian, Pengembangan dan Manfaatnya*. Jakarta: PT. Raja Grafindo Perkasa.
- Harmer, J.1991. *The Practice of Enlish Language Testing*. Harlow: Pearson Education.
- \_\_\_\_\_. 2003. *Spoken Language: What It Is and How to Teach It*. Harlow: Pearson Education.
- Heinich. et.al. 1996. *Instructional Media and Technologies for Learning*. 5th Edition. Englewood Cliffs. New Jersey: Prentice Hall.
- Hornby, A.S. 1995. *Oxford Advance Learner's Dictionary of Current English*. Oxford: Oxford University Press.
- <http://en.wikipedia.org/wiki/computer-assisted-instruction> Retrieved on August 20th, 2013.
- Kurikulum 2013. 2013. *Standard Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Kejuruan*. Jakrata: Departement Pendidikan Nasional.
- Lado, R. 1961. *Language Testing: The Constructive and Use of Foreign Language Education: Practices and Program*. Washington DC: Georgetown University Press.
- Nunan, D. 1989. *Designing Task for the Communicative Classroom*. Cambridge: Cambridge University Press.
- \_\_\_\_\_. 2003. *Practical English Language Teaching*. New York: Mc Graw-Hill.

- Nurgihantoro, B. 1988. *Penelitian Dalam Pengajaran Bahasa dan Sastra*. Yogyakarta: BPFE.
- Pacoe and Wilburg. 2003. *Instructional Technology for Teaching and Learning: Designing Instructional, Integrating Computer, and Using Media*. New Jersey: Prentice-Hall.
- Ricard, J & Rodger, T. 2000. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Robert Taylor in Newbey. 2000. *Computer Based Instruction: Methods and Development*. Boston: Prentice-Hall.
- Shuttleworth, M. 2009. *Pre-Test Post-Test Design*. Cambridge: Cambridge University Press.
- Sonny, P.C. 2008. *The Improving Students' Speaking Ability through Project Work (A Classroom Action Research) in the Eleventh Grade Students of SMTI Yogyakarta in the Academic Year 2007/ 2008*. Surakarta: UNS.
- Rahayu, Suci. *Developing The Interactive English Learning Multimedia in Teaching Speaking Ability for the Second Grade Students of SMA N 1 Pundong in the Academic Year 2011/2012*. Yogyakarta: UAD.
- Sugiyono. 2011. *Staistika Untuk Penelitian*. Bandung: CV. Alfabeta
- Sunardi. 2007. *Computer Assisted Instruction (CAI)*. <http://sunardiuhamka07.wordpress.com> . Retrieved on October 20th, 2013.
- Supranto, 2010. *Instructional Technology: Planning Procedure for Language Education*. Yogyakarta: FPBS IKIP.
- Warschaver, M. 1996. *Computer Assisted Language Learning: An Overview*. <http://www.gse.uci.edu/personmarkw/default.html>. Retrieved n October 18th, 2013.

## MOVIES PROVIDE EXCELLENT AUTHENTIC INPUT IN THE L2 SPEAKING CLASS

**Festif Rudolf Hoinbala**

[festif79@gmail.com](mailto:festif79@gmail.com)

Artha Wacana Christian University Kupang

### ABSTRACT

*One of the characteristics of a Dynamic Usage-Based (DUB) approach to second language is schematic patterns emerges through use and interaction where the vital focus is in input. Video or movie as an example of authentic input often provides a natural context for conversations to emerge among the students and teacher in class since students want to know or share their opinions about the characters or events in the movie. Therefore, the objective of this recent study was to demonstrate that movies or videos provide an authentic input in L2 class. The sample of the student population for this study was 30 students of the second-year English major students in academic year 2015 at Artha Wacana Christian University Kupang in Indonesia. Simple random sampling technique was applied to select this sample. The study was conducted over 12 teaching periods where the procedure was processed by a pre-test, treatment and ended by post test. The instruments used in this study were speaking class lesson plans and English comprehension tests (both pretest and posttest). Mean and Paired Sample T-Test employed to the data analysis. The result shows that there is a significant difference between students' English Speaking competence taught using movies and those taught using conventional method. Using movies in the classroom teaching therefore is in line with DUB approach as one of its principles is the use of authentic input.*

**Keywords:** *Dynamic Usage Based (DUB) approach, input, videos or movies*

### INTRODUCTION

The development or learning in Dynamic System Theory (DST) should be seen as emergent where individual change and transform through interaction with their social and material environment (De Bot, Lowie, and Verspoor, 2005). In the same perspective, Usage-based linguistics (UBL) theory holds that language structure emerges through repeated language use (Langacker, 2000; Tomasello, 2003). In line with Langacker, Verspoor et al. (2012) mentioned it as Dynamic Usage-Based (DUB) linguistics to emphasize the link between DST and UBL. Therefore, the writer can say that DUB involves dynamic process in the development of learners' acquisition of language.

Nguyen (2013) reviews the four principles tenets of DUB linguistics to second language teaching. They are: (1). DUB sees language as a large array of conventional, meaningful unit where schematic patterns emerge through use and interaction, (2). In DUB linguistics, the dynamic language system has self-organized into form-meaning pairs or constructions at many levels different levels (morpheme, word, collocation, phrase, formulaic sequence, clause, sentence and discourse level utterance), (3). In L1 acquisition, communicative usage events lead the child to acquire the language that adults produce, (4). L1 language acquisition takes place at bottom up levels, going from holophrases to schemas, then to item-based construction, and finally abstract constructions. The first characteristic of a DUB approach to second language where schematic patterns emerge through use and interaction is the vital focus on input. There are many sources of input for second language learning, such as, books, songs, videos, or movies, captions, etc. In addition Gass and Mackey (2006) stated that input is the target

language being exposed to a language learning in auditory and written form. In this writing the author argues that videos and movies provide excellent authentic input in L2 class.

English as Foreign Language (EFL) students often attend in universities with many English language problems: poor comprehension, limited vocabulary, slow reading, bad grammar and low-level conversational skills. Movies might one of the ways to solve these problems. This is because on the fact that cartoons and movies use language so extensively in performing their cultural aspect. Narrative movies in particular use language to advance the main plot and storyline, define movie characters, establish various moods, and simply tell us what is going on in the content of the material. Language plays a crucial role in connecting and defining the various forms of visual and sound information that presents the movies experiences as a whole. Saoburi and Saurahbi (2105) argue that vocabulary and listening-comprehension are not the only skills improved by watching movies. Subtitles and closed captioning (dialogue and other sound information placed at the bottom of each frame of the movie) can help the watchers increase their reading and comprehension speed. Further, movies can also serve as the basis for writing assignments and speaking performance, especially when they are combined with the varied film resources which are now readily accessible on the Internet. In short, films provide invaluable inputs that have been used to teach students the basics of English learning in elementary and high schools or Universities. Therefore, this study will focus on improving students' speaking performance using movies in EFL classroom. It is expected that this study will provide more evidence that using movies as an authentic input in L2 class can improve students' language skills which support DUB approach in language teaching. The title of this research then is formulated as follows: **Movies Provide Excellent Authentic Input in the L2 Speaking Class**. The research question of this research then is set as follows: Is there any significant difference in speaking performance between an ordinary class and a class in which English subtitled movie input is provided in L2 classroom activities? Further, the writer proposes the hypotheses of this research as stated in the following:

1. HO: There is no difference in speaking performance between an ordinary class and a class in which English subtitled movie is provided in L2 classroom activities
2. HA: There is a difference in speaking performance between an ordinary class and a class in which English subtitled movie is provided in L2 classroom activities

### **Authentic Materials for Language Learning**

Authentic material is defined by as material intended for some other use besides language learning where they come in all forms of communication (Gardner and Miller 1999, pp. 101). It can be in the form of written text, audio recordings of actual communications or video of conversations or dialogue, all containing content not intended to be used for language instruction.

Woottipong (2014) proposes that there are numbers of advantages of employing authentic materials for language learning and teaching. First, they can provide examples for learners of how to communicate in real life situations through exposing them to the sorts of messages they will likely face in everyday conversation. Second, authentic materials can help the learner focus on the language skills they truly need and ignore skills they may not need for their job or studies.

In addition, authentic materials can strengthen learning strategies which can then be employed in different situations. Those learners with training in self-access learning tend to possess knowledge of what language learning strategies they can best use. Little, Devitt & Singleton (1988 cited in Guariento & Morley, 2001) stated that authentic texts motivate learners and promote language acquisition. Firstly, authentic text or material

tends to be more interesting than invented text. Secondly, authentic text motivates learners to pay attention to meaning instead of only form or structure. According to Little et al, language acquisition occurs when learners activate their background knowledge of the world, of discourse, and of the language system (As cited in Woottipong, 2014)

### **Movies or videos as one of the authentic inputs in L2 learning**

Vanpattern and Benati (2010) stated that input is the language that the learner is exposed to a meaningful and communicative event. At the same point, Ellis (2002) argues that frequency of input is the main contributor to the language acquisition process. Similarly, Krashen (1991) proposes that language input that is needed for L2 learners to acquire the target language should be comprehensible input –one that is made meaningful to them so they understand what they are reading or listening to it. If learners want to get comprehensive and meaningful input, it should be authentic. In the recent study, Wallace (1992) proposed that authentic input is defined as real-life language materials, not produce for pedagogic purposes. Authentic materials are ones that are written and spoken for native speakers, contain real language, and are produced to “fulfill” some social purpose in the language community (Little, Devitt, & Singleton, 1989:25). In line with Little et al., Hong (2013) stated that using authentic materials in the L2 classroom not only exposes learners to as much real language as possible, but also shows them that language is real, and that real information helps them both to learn and to understand the world outside. The example of authentic materials that can be used in the L2 classroom are signs, advertisements, newspapers, magazines, picture, symbols, radio news, TV programs, movies or videos, songs, literature, and internet.

Bacon and Finemann (1990) reported that authentic video is beneficial in providing natural, content-rich samples of the target language. Similarly, Richard and Scinicariello (1989) found that it reflects current linguistics changes more effectively than printed sources. In addition, authentic video has also been shown to be motivating (Beeching, 1992; Terrell, 1993). Nguyen also elaborates the reasons for the choice of movie as the media of learning second language. (1) In a good movie, actors act as naturally as possible, coming as close as foreign languages learners can get to “real life”. (2) The language of movies is usually very close every day, natural language (Tatsuki, 2006; Schmitt, 2010). (3) The characters have natural conversations in meaningful context exchanges, approximating socially and culturally normal usage events. (4) By including the context, the visual, facial expressions and other extra linguistics clues, the learners will have clues that will aid in their understanding and retention of lexical items (Snyder & Colon, 1998). (5) The movie will provide examples of cultural, social or pragmatic issues that can be elaborated upon by the teacher. (6) The scenes can be repeated as often as needed, giving learners the benefit of exact repetitions. (7) Cut up in two-to-three minute scenes, the whole movie works as a “soap opera” in that the learners are curious about what happens next. (8) The movie often provides a natural context for conversations to emerge among the students and teacher in class because students want to know or share their opinions about the characters or events in the movie. From those results and statements above we can conclude that movies or videos could be regarded as authentic input for second language learning.

### **The effect of input through movies or videos in the L2 classroom**

The use of videos or movies in foreign language or second language classroom has been the subject of numbers of studies, with almost exclusive emphasis placed on its linguistics benefit and its effectiveness in increasing basic skills especially listening comprehension. To date, there is also published research that shows the applicability of authentic video to enhancement language proficiency and willing to communicate the

language. Here the author presents the evidence of the effect of videos or movies as the authentic input in the foreign or second language class.

Weyer (1999) conducted an experiment on the effect of authentic videos communicative competence. Two second semester Spanish classes during the 1994 summer session at the University of New Mexico were chosen as the subject of this research. Both the control and experimental classes were taught by the same instructor, the researchers himself. These two groups were provided with the same curriculum but the students in experimental class were supplemented by the experimental treatment. In this curriculum students took lesson from the six chapter (chapter 6-12) of the textbook *Dos mundos* (Terrell, Andrade, Egasse, & Munos, 1990). The experimental class was required to watch two episodes per week of the Mexican taped off-air *telenovela Maria Mercedes* (Pimstein, 1992) with the instructor present. The viewing consumed approximately 45 minutes of the 60-minutes class period. Pre-and pos-treatment tests were administered to measure the increase in listening comprehension and to evaluate the validity of hypothesis stated. The result showed that there was a significant increasing in listening comprehension, significant improvement in confidence in speech and communicative competence for the experimental class. This study reported that the use of an authentic Spanish-language soap opera may give advantages to the learners of Spanish since it is effective in increasing the listening comprehension skill and some components parts of the communicative competence.

Recently, Nguyen (2013) examined the study of the effect of high input learning approach which is in line with a DUB approach to second language teaching. Her study was conducted in the second semester of the academic year 2010-2011 at Can Tho University (CTU), a large public university in the South-west of Vietnam. She took 169 students as the participants of her study and this number was later reduced to 163 due to incomplete data. Their L1 was Vietnamese and they had learnt English as a foreign language at secondary schools for even consecutive years. However, their English proficiency is still limited. They were divided into three control and four experimental classes and taught by four female Can Tho University EFL teachers who were trained to teach English as foreign language. In her experiment, control classes received standard instruction by using the standard textbook *Learning Breakthrough* (Bui et al., 2010). On the other hand, experimental classes received movie instruction. This instruction referred to the use of popular movie – *A cinderella story* (2004, 95 minutes) and *Bridge to Terabithia* (2007, 95 minutes). In this activity, forms of all levels (sound, morphemes, words, phrases, and clauses) were heard and seen repeatedly but there was no focus on grammar rules. From the analysis of pre and post test and questionnaire, the results showed that experimental group obtained significantly more than the control group on general proficiency and self confidence and that both of groups performed equally well on willingness to communicate. This study demonstrates that movie or DUB program with the frequency of exposure of authentic input can help English second learners to increase their language proficiency and develop their self confidence in using English.

## RESEARCH METHODOLOGY

A quantitative design was used to carry out the study on two intact Speaking classrooms. A proficiency test for all groups was conducted to determine that all groups' speaking skill is in the same level. Although the grouping of participants was totally random, a quasi-experimental design was used in this study.

Two English groups with the same level of speaking skill (based on proficiency test) including 30 (15 male and 15 female) EFL students at Artha Wacana Christian University participated in this study. The age of the participants ranged between 18 to 25 years old and they were randomly placed in each group. The participants were placed in experimental and control groups randomly as all of the members of our groups had the

same level of speaking skill two groups benefited from one teacher (the researcher himself) in the period of this research. The teacher is experienced in English language teaching and he has taught for nearly seven years majoring in English skill subjects. The instruments used in this study were:

1. Proficiency test  
As mentioned before, this proficiency test will define speaking skill level of students as the participants of this research.
2. Movie  
The movie by the title of “Lord of the Flies” was purposefully selected because it consisted of rich vocabulary items altogether and its beginner to pre intermediate difficulty level of the English expression is expected to highly reinforce the speaking performance by the learners.
3. Pre- and Post-test  
All groups received the same pre- and post-test speaking test range from personal information to small talks. The achievement of speaking test was constructed and distributed among the groups of participants. The question items that presented in the pre-test were also provided in post-test again and the results were compared and recorded.

This study was carried out in several phases. First, the most appropriate English movie title with its English subtitle was selected as the material of this study. This movie was played in 12 meetings where each meeting covered 10 minutes scene of the movie. The topic being discussed was related to the English expressions showed in the movie. Second, the processes of administering the pre- and post-tests as mentioned previously. The details and specifications of the comparisons are clarified at the final phase. In short, the procedure of this research is shown below:

1. Choosing an appropriate movie title
2. Preparing and administering of pre-test speaking test
3. Showing the movie for the treatment Group, covering 12 meetings over 6 weeks
4. Taking a post-test at the final stage

After collecting the test results as data collection, final sets of papers was analyzed in order to find answers to the research question of this study. With a paired sample t-test in the analysis, the difference between the experimental and control groups from pre-test (before implementation of treatment) and post-test (after the treatment) was revealed.

## FINDING AND DISCUSSION

Paired Sample Test procedure was conducted to analyze the data. The researcher examined the Pre test of control group and treatment group as well as The post test of both of the groups. As the speaking test (one to one interview) used in this study is a categorized as subjective test, another independent rater was used to assess students' performance. Speaking rating scale was used to confirm the results of the assessment from both raters. The results of the statistical analysis revealed that there is a significant differences between control group and treatment group in the speaking test.

**Tabel 1. The comparisons of Test results between Control Group and Treatment Group**

		Mean	Increasing	Percentage
Pair 1	Pre test Control Class	73,20	1,67	2,28
	Post test Control Class	74,87		
Pair 2	Pre test Treatment Class	71,53	6,00	8,38
	Post test Treatment Class	77,53		

Based on the comparison table above, it can be concluded that the experimental class the result of student learning outcomes taught using is video higher than control group taught using konvensional methods. This is evidenced by improvement of learning outcomes where the results of treatment group is higher compared to the results of control group ( $6.00 > 1.67$ ). The comparison is obtained from the difference between the average of both pre-test and post test in each group. In addition, the comparison of improvement of learning outcomes can also be expressed as a percentage which states that learning outcomes of treatment group is higher than control group ( $8.38\% > 2.28\%$ ). These percentages are derived from the number of increasing divided by the sum of the average between pre-test and post in each group, then multiplied by 100 %.

**Table 2. The Summary of Paired Samples Test of Control and Treatment group**

		Paired Differences			t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Pair 1	Pre test Control – Pretest Treatment	1,667	10,349	2,672	,624	14	,543
	Post test Control – Post test Treatment	-2,667	8,364	2,160	-1,235	14	,237

Referring to the data in the summary table above, It shows that the average achievement of pre-test experimental group is similar to the control group while the average achievement of post-test in experimental class is higher compared to control class. To compare the learning outcome of experimental group, whether it is higher or lower than the control group, then t test is conducted.. T test results of pre-test is 0.624 ( $0.624 > 0.05$ ) and it can be stated that there is no significant difference before giving treatment. Meanwhile, the t test results of the post-test is -1, 235 ( $-1.235 < 0.05$ ). It can be stated that there is a significant difference between control and treatment group achievement and the hypothesis was accepted. Thus, This research shows that the use of movies in L2 speaking class gives positive influence towards student's achievement in speaking test. Teaching English skills in L2 class using movies is recommended as it provide abundant and genuine input to learners in acquiring the language. Therefore, Using movies in the EFL classroom teaching is in line with DUB approach since one of its principles is the use of authentic input.

## CONCLUSION

The results yielded a significant difference in speaking test scores between a group of students taught using movies and a group of students taught using konvensional method. From this research then it is suggested that using movies in teaching English skills could be one of the methods since it provides authentic input for learners.

## REFERENCES

- Bacon, S., & Finemann, M. (1990). A study of the attitudes, motives and strategies of university foreign language students and their disposition to authentic oral and written input. *Modern Language Journal*, 74, 459-473
- Beeching, K. (1982). Authentic material 1. *British Journal of Language Teaching*, 20. 17-20
- Bui, M. C., Nguyen, T. P. H., Ly, T. B. P., & Trong, K. T. (2010). *Learning Breakthrough I*. Can Tho: Can Tho University Publishing House

- de Bot, K., Lowie, W., & Verspoor, M. (2005). *Second language acquisition: An advanced resource book*. London: Routledge.
- Ellis, N. C. (2002). Frequency effects in language acquisition: A review with implication for theories of implicit and explicit language acquisition. *Studies in Second Language Acquisition*, 24, 143-188
- Gardner, D., & Miller, L. (1999). *Establishing self-access: From theory to practice*. Cambridge: Cambridge University Press
- Gass, S. M., & Mackey, A. (2006). Input, interaction and output: An overview. *AILA review*, 19, 3-17.
- Guariento, W., & Morley, J. (2001). Text and task authenticity in the EFL classroom. *ELT Journal*, 55(4), 347-353. <http://dx.doi.org/10.1093/elt/55.4.347>
- Krashen, S. (1991). The input hypothesis: An update. In J. Alatis (Ed), Georgetown University Round Table on languages and linguistics: *Linguistics and language pedagogy: The state of the art* (409-431). Washington, DC: Georgetown University Press.
- Langacker, R. W. (2000). A dynamic usage based model. In M. Barlow & S. Kemmer (Eds.), *Usage-based model of language* (1-63). Stanford: CSLI
- Little, D., Devitt, S. & Singleton, D. (1989). *Learning Foreign Language from Authentic Text: Theory and Practice*. Dublin: Authentik.
- Nguyen, T. P. H. (2013). Dynamic usage-based approach to second language teaching. Groningen Dissertation in Linguistics 122.
- Pimstein, V. (Producer). (1992). *Maria Mercedes*, Mexico City: Televisa.
- Richard, C. & Scinicariello, S. (1989). Televised technology in the foreign language classroom. In W. Smith (Ed), *Modern technology in language education: Application and projects* (43-74). Lincolnwood, IL: National Textbook Company.
- Schmidt, N. (2010). *Researching vocabulary: A vocabulary research manual*. London: Palgrave Macmillan.
- Snyder, H. R., & Colon, I. (1988). Foreign language acquisition and audio-visual aids. *Foreign Language Annals*, 21 (3), 343-348.
- Soubari, H & Sohrabi, M. (2015). The Impact of Watching English Subtitled Movies in Vocabulary Learning in Different Genders of Iranian EFL Learners. *International Journal on Studies in English Language and Literature (IJSELL)* Volume 3, Issue 2.
- Tatsuki, D. (2006). What is authenticity? In *Proceeding from the 5th Annual JALT Pan-SIG Conference* (1-15). Shizouka, Japan: Tokai University College of Marine Science.
- Terrell, T. (1993). Comprehensible input for intermediate for foreign language students via video. *IALL Journal of Language Learning Technologies*, 26, 17-23.
- Terrell, T., Andrade, M., Egasse, J., & Munos, E. (1990). *Dos mundos: A communicative approach* (2nd ed). New York: McGraw-Hill.
- Tomasello, M. (2003). *Constructing a language: A usage-based theory of language acquisition*. Cambridge, MA: Harvard University Press.
- Vanpatten, B., & Benati, A. (2010). *Key term in second language acquisition*. London: Continuum.
- Verspoor, M., Schmid, M. S., & Xu, X. (2012). A dynamic usage-based perspective on L2 writing development. *Journal of second language writing*, 21(3), 239-263.
- Weyer, J. R. (1999). The effects of authentic video on communicative competence. *The Modern Language Journal*, 83(3), 339-349
- Woottipong, K. (2014). Effect of Using Video Materials in the Teaching of Listening Skills for University Students. *International Journal of Linguistics* Vol.4 No. 6.

# THE APPLICATION OF MIND MAPPING METHOD IN WRITING A NARRATIVE TEXT

**I Gusti Ayu Sri Krisnawati**

[skrisnawati@gmail.com](mailto:skrisnawati@gmail.com)

Universitas Udayana

**Luh Sutjiati Beratha**

[sutjiati59@gmail.com](mailto:sutjiati59@gmail.com)

Universitas Udayana

**Ni Luh Nyoman Seri Malini**

[seri.malini@unud.ac.id](mailto:seri.malini@unud.ac.id)

Universitas Udayana

## ABSTRACT

*This study aimed at finding out the writing skill of narrative text in tenth grade students of SMA 1 Sukawati before and after the application of Mind mapping. The sampling were purposely taken from class X.7 consisting of 37 students and class X.10 consisting of 36 students. This study was designed in the form of quasi experiment with nonequivalent control group design. This study consists of two stages, pretest was used to obtain the data before treatment and posttest to obtain data after treatment and applied the mind mapping method. To collect data, four instruments were used; test, observation, questionnaires and documentations. The result of analysis was presented in the table, chart, and also in descriptive explanation. The result of analysis showed that students who achieved treatment with the mind mapping method achieved higher score than the students who didn't obtain treatment. During posttest, 73% students from experimental group achieve the score according to KKM, meanwhile only 25% students from control group achieved the score according to KKM.*

**Keywords:** *writing, narrative text, mind mapping*

## INTRODUCTION

Writing is an activity for ideas or ideas into a written work with a specific purpose. Writing can be defined as a whole series of activities a person to express ideas and ideas through written language and then deliver it to the reader to be understood exactly as intended by the author (Gie, 1992: 17). Mulyati (2008: 3-5) states that writing is a process of thinking and reasoning pours it in the form of discourse (essay), while according to Tarin (2008: 3-4), writing is a process of language used to communicate not direct or without face to face with other people. Rosdiana (2008: 322) states that narrative essay is one type of discourse which contains a story. The characteristics of narrative essay emphasize the elements of works, arranged in a time sequence, trying to answer questions about what happened, and containing conflicts (Keraf, 2007: 136).

A narrative essay is a form of writing that has been learned from at the primary school level. This writing skills are the basic skills and essential for students. However, this skills are often considered as boring activities, so that students are less interested to develop. If these skills are not improved, then the student's ability to express thoughts or ideas through writing will decrease or not developed. It was said by Prastiwi (2014) in his

article discusses how effective the role of image in improving children's skills in writing narrative paragraphs.

The role of image could be applied in one method of learning. Method is a way of working that is relatively common, as appropriate to achieve a certain goal (Soli, 2008: 2). One of the methods that can optimize learning outcomes which using image is a mind mapping method. Edward (2009: 64) states that the mind mapping method is the most effective and efficient way to enter, store, and retrieve data from or to the brain. This theory is also applied by Hermawati (2009) in her article discusses the effect of the use of mind mapping method to increase the skill to write short stories by students of class X SMA Muhammadiyah Salatiga. In line with these opinions, Buzan (2008: 4) reveals that mind mapping is a way of noting a creative, effective, and literally map the mind. Mapping the mind means combine text and images in a form of a network that is easy to understand, interesting, and definitely memorable. Therefore, this method of mind mapping will help students the learning process, especially when it is applied to write a narrative essay.

The application of mind mapping methods in learning languages, especially in learning English has been reviewed by several authors. Most of the research discussed about the application of mind mapping method in improving vocabulary on speaking and writing skills. However, the application of mind mapping methods in essay writing, especially in narrative essay writing is rare to be discussed. Those reason then make this study is very significant to examine the method in every skill, especially in writing. This study was expected to answer the questions how narrative essay writing skills of students of class X before and after the application of mind mapping method. The study would examine deeper the application of mind mapping methods in improving the narrative essay writing skills in class X at SMAN 1 Sukawati.

## METHOD

This research was done in SMAN 1 Sukawati, located on Jl. Lt. Wayan Suta Sukawati, Gianyar. The research was done during the month starts on August 29, 2015 until 26 September 2015. This type of data are primary data are the result of tests, questionnaires and observation sheets, while secondary data are syllabus, lesson plans and teaching materials. The research instrument used for data collection are questionnaires, tests and interviews and observation sheet. Source of research data is divided into two that is from students and teachers. This study uses a quasi-experimental research type of research in the form of non-equivalent control group design. The procedure of the research is proposed by Sugiyono (2012) as shown below.

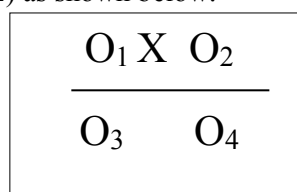


Figure 1 Non-equivalent Control Group Design (Sugiyono, 2012)

$O_1$  : *pretest experimental group*

$O_2$  : *posttest experimental group*

$X$  : *Treatment*

$O_3$  : *pretest control group*

$O_4$  : *posttest control group*

In the research procedures there are two groups, the control group and the experimental group. Both groups were given a pretest to determine the position of the two groups. Once the position of both groups is balanced, then the experimental group was given treatment with mind mapping. On the other hand the control group was taught with old method, the method of lecture. Then two groups given a posttest to determine the

ability of the two groups after the treatment was given. If the score of the experimental group was higher than the control group, then the mind mapping method is more effective when compared to the old teaching methods.

According to Iskandarwassid (2009: 40-41), method is a procedure to achieve the goals set. In this research method used are method of observation (Sudaryanto, 1993: 133). The technique used is the recording of the data achieved during the research done. Activity recorded conducted as the continuation of the record data recording or for some reason can not be done (Kesuma, 2007: 45). Data were analyzed quantitatively and qualitatively to measure the success rate of the method used. Rubric assessment used was adapted from the assessment rubric Nurgiyantoro (2009: 307-308).

## FINDINGS AND DISCUSSION

Next will be explained the data achieved during the study of narrative essay writing skills with mind mapping method is implemented.

### **Writing Skills Class X before the Application of Mind Mapping Method**

The *control group* pretest was held on Saturday, September 5, 2015, followed by 36 students of class X.10. The average score of students in essay writing narrative are 70.1. The highest score are 83 that was achieved by two students. One student got 82 and the two students got 78. The lowest score are 60 that was achieved by the students. Only five students in pretest that able to reached the KKM while 31 other students have not reached the KKM

The *experimental group* pretest was held on Saturday, September 5, 2015 attended by 37 students of class X.7. The average score are 69,9. The highest score achieved by the students are 82. Two students got 80 and one student got 78. The lowest score are 60 that was achieved by three students. Only four students in pretest that able to reached the KKM, while 33 other students are not. Here is a comparison of the score of every aspect of student assessments the control group and the experimental group in pretest that presented in the form of a diagram.

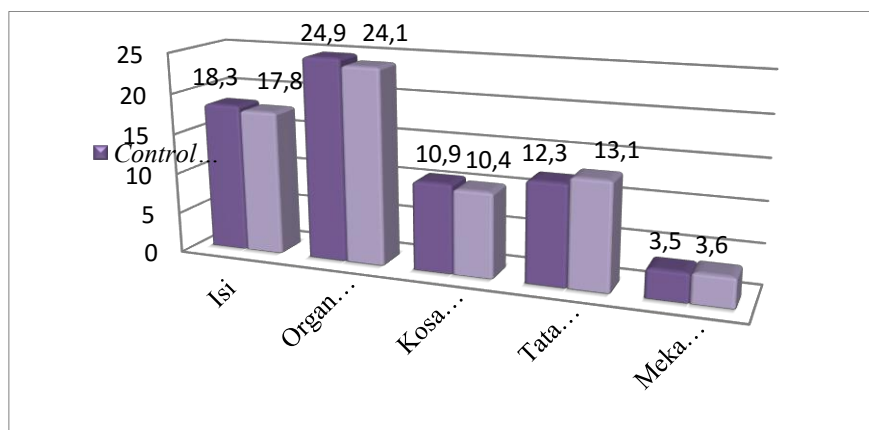


Figure 2 Diagram Assessment Aspects in Writing Narrative at pretest

On the contents of the results achieved student control group are 18,3, while the experimental group students got 17,8. In organizations, student control group reached score of 24,9, while the experimental group students reached 24,1. Students achieved 10.9 on vocabulary control group, while the experimental group of students reached 10,4. In grammar, score 12,3 achieved by students control group, while the experimental group students reached 13,1. Students group got 3,5 in the mechanical, while the experimental group students got score 3,6. The following diagram is presented the comparison between each posttest assessment.

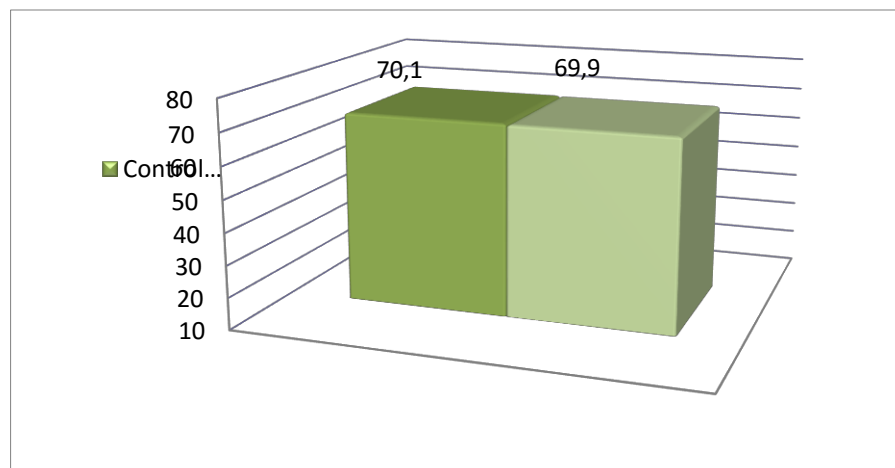


Figure 3 Diagram Comparison Average score at pretest

The average score achieved by student in control group are 70.05, while the experimental group students reached 69.90. Thus, it can be seen that the difference score of pretest between control group students with experimental group are 0.15

### Application of Mind Mapping Method in Narrative Essay Writing

Before the posttest, control group students obtain an explanation of the narrative essay with lectures, while students experimental group received treatment on narrative essay using mind mapping. Treatment given to the experimental group of students is done in two meetings with 2x45 minute time allocation. At the first meeting, 11 September 2015, the students learn the material on the elements of narrative and how making mind mapping by using a slide projector. After material explanation was completed, students are asked to practice making the mind mapping individually. At the end of the lesson the teacher guides the students to conclude the use of mind mapping used in writing a narrative essay. Based on the observations, antusis students more time to learn to use mind mapping method when compared with the lecture method used previously. It is seen from the attitude of the students who pay attention to the teacher who was explaining, the spirit of the students during practice to make mind mapping, and student activity during the discussion in the classroom. Then in the second meeting, 12 September 2015, students were given a posttest to make mind mapping individually and develop it into a narrative essay on the topic Bad Experience. Students seem easier to write a narrative text by using mind mapping.

### Writing Skills Class X after the Application of Mind Mapping Method

The *control group posttest* performed on Saturday, 12 September 2015 attended by 36 students. Based on the results posttest done, it can be seen that the score of the average student in narrative writing is 75.4. The highest score is 83, which can be achieved by two students and only one student who got 82 and six students got 78. The lowest score was 70 which was achieved by two students. Only nine students were able to reached the KKM, while 27 other students have not reached the KKM. The average score indicates that the *posttest* in the *control group* increased about 5.3 from pretest.

The experimental group posttest performed on September 12, 2015, attended by 37 students. Based on the posttest results, it can be seen that the score of the average student in narrative writing is 80.7. The highest score was 89 achieved by one student. Then there are 26 students were able to reached KKM with a score between 78 to 88.

The lowest scores was 75 achieved by seven students. There were 21 students who are able to reached the KKM, while 16 other students have not reached the KKM. The average score indicates that the posttest in the experimental group an increase of 10,8 of a pretest. The following diagram is presented the comparison score between each aspect in posttest assessment.

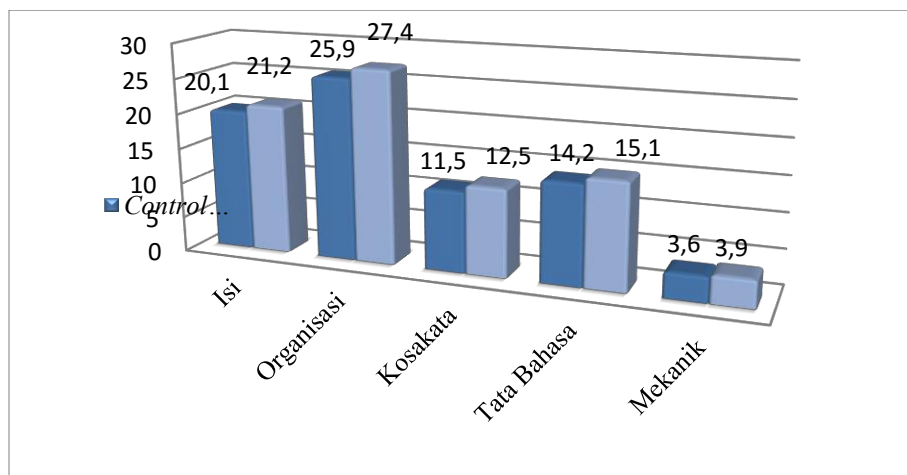


Figure 4 Diagram Assessment Aspects in Writing Narrative at posttest

From the results of the assessment of each aspect of the writing of the narrative can be summed average grade class presented in the following diagram.

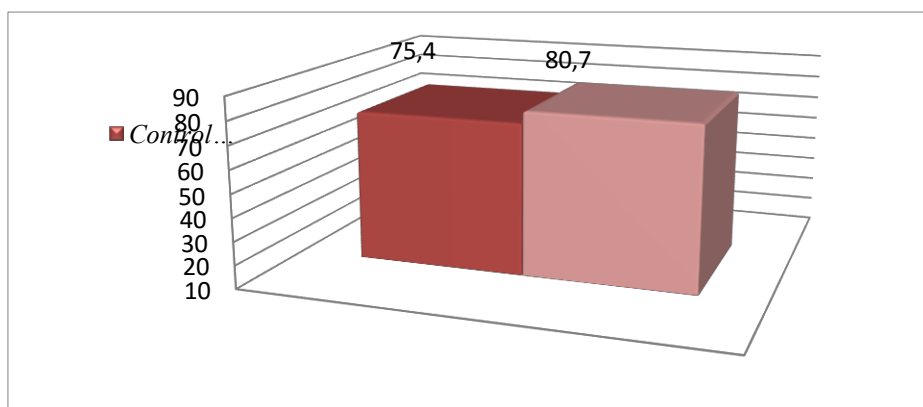


Figure 5 Diagram Comparison Average score at posttest

The average score achieved grade student control group was 75,4 while the experimental group students reach a score of 80 7. Thus, the difference in the score pretest control group students with the experimental group was 10,8. Then the comparison of the average score grade student control group and the experimental group in the pretest and posttest stages are presented in the following diagram.

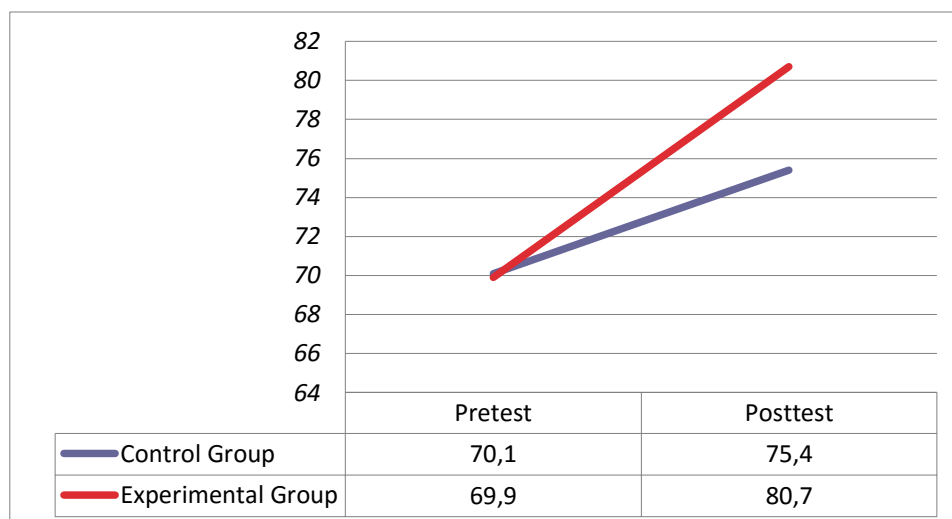


Figure 6 Comparison Between Pretest and Posttest Results

In the diagram above can be seen that the pretest, the average score of student control group was 70,1 while the average score of 69,9 students experimental group. Difference in average scores between the two groups was 0,2. At posttest, the average score of student control group increased about 5,3 becomes 75,4, while the average score of students experimental group increased about 10,8 becomes 80,7. Students experimental group were given treatment with mind mapping method of achieving an average score higher than the control group of students who did not receive treatment. It can be concluded that the use of mind mapping methods in essay writing narrative essay proven to improve student outcomes.

## CONCLUSION AND SUGGESTIONS

Based on the research that has been discussed before, it can be concluded that the pretest stage only 14% of students in the control group who attained a score corresponding to KKM with an average score of 70,1. In the experimental group as much as 11% of students reached the KKM, the score of the average grade was 69,9. At this stage it can be seen that students are still difficulties in developing the essay according to topics and determine the title essay, besides the elements of the narrative essay is still incomplete and the lack of cohesion and coherence aspects that make the essay becomes incoherent. In posttests, the average score of a class of students in the control group were not given treatment with mind mapping method is 75,4. Only 25% of students are able to achieve KKM. On the other hand students experimental group were given treatment with *mind mapping* method it achieves an average grade of 80,7. 73% of students reached the KKM. From the results of the previous discussion it can be concluded that the group was given treatment with *mind mapping* method of obtaining a higher score than the group that was not given treatment

## REFERENCES

- Buzan, Tony. 2008. *Buku Pintar Mind Mapping*. Jakarta: Gramedia Pustaka Utama.
- Edward, Caroline. 2009. *Mind Mapping untuk Anak Sehat dan Cerdas*. Sakti: Yogyakarta.
- Gie, The Liang. 1992. *Pengantar Dunia Karang-Mengarang*. Yogyakarta: Liberty.
- Hermawati, Retno. 2009. "Penerapan Metode Peta Pikiran (*Mind Mapping*) untuk Meningkatkan Keterampilan Menulis Cerita Pendek pada Siswa Kelas X SMA Muhammadiyah Salatiga". (Tesis). Surakarta: Universitas Sebelas Maret.
- Iskandarwassid dan Suendar. 2009. *Strategi Pembelajaran Bahasa*. Bandung: PT Remaja Rosdakarya.

- Keraf, Gorys. 2007. *Argumentasi dan Narasi*. Jakarta: Gramedia.
- Kesuma, Tri Mastoyo Jati. 2007. *Pengantar (Metode) Penelitian Bahasa*. Yogyakarta: Carasvati books.
- Mulyati, Yeti. 2008. *Keterampilan Berbahasa Indonesia*. Jakarta: Universitas Terbuka.
- Nurgiantoro, Burhan. 2009. *Penilaian Pengajaran Bahasa dan Sastra*. Yogyakarta: BPFE.
- Prastiwi, Silvia Dwi. "Peningkatan Keterampilan Menulis Karangan Narasi Melalui Penerapan Model Pembelajaran *Think, Talk, Write* Berbantuan Media Gambar Berseri Siswa Kelas V SDN Sumbersari 03 Jember". (Skripsi). Jember: Universitas Jember.
- Rosdiana, Yusi dkk. 2008. *Bahasa dan Sastra Indonesia*. Jakarta: Universitas Terbuka.
- Soli, Abimanyu dkk. 2008. *Strategi Pembelajaran 3 SKS*. Jakarta: Direktorat Jenderal Pendidikan Tinggi Departemen Pendidikan Nasional.
- Sudaryanto. 1993. *Metode dan Aneka Teknik Analisis Bahasa*. Yogyakarta: DutaWacana University Press.
- Sugiyono. 2012. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Tarigan, Henry Guntur. 2008. *Menulis sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.

# BOOSTING IN ENGLISH AND INDONESIAN RESEARCH ARTICLES: A CROSS-CULTURAL AND CROSS-DISCIPLINARY STUDY

**I Nyoman Suka Sanjaya**

[suka.sanjaya@gmail.com](mailto:suka.sanjaya@gmail.com)

*Department of Business Administration, Bali State Polytechnic*

**A.A. Raka Sitawati**

*Department of Business Administration, Bali State Polytechnic*

**Ni Ketut Suciani**

*Department of Business Administration, Bali State Polytechnic*

**Made Ardhana Putra**

*Department of Business Administration, Bali State Polytechnic*

## ABSTRACT

*The present study investigated the effects of the two variables of sociocultural context and discipline on the frequency of use of boosters in research articles. A specialized corpus of 104 research articles published between 2007 and 2010 taken from applied linguistics and chemistry written in English and Indonesian by the respective native speaker scholars were quantitatively analyzed using 2 x 2 Factorial ANOVA. The results showed that there was a significant main effect of sociocultural context,  $F(1, 100) = 44.34, p < .05, \eta^2 = .307$ , a significant main effect of discipline,  $F(1, 100) = 19.16, p < .05, \eta^2 = .161$ , and a significant interaction between sociocultural context and discipline,  $F(1, 100) = 6.90, p < .05, \eta^2 = .065$ . However, the within-sociocultural context simple effects analysis revealed that English applied linguistics and chemistry research articles were not significantly different from each other,  $F(1, 101) = 1.07, n.s.$  suggesting that, discipline might not be a decisive factor that influences boosting usage in research articles. These results indicate that the two variables (sociocultural context and discipline) exerted unequal influence upon boosting practices in research articles.*

**Keywords:** *boosters, research articles, sociocultural context, discipline, Indonesia*

## INTRODUCTION

Boosters are expressions, such as *certainly, of course*, used by writers to mark full commitment to their proposition (Hyland, 2009). They belong to the interpersonal dimension of language (see Halliday & Matthiessen, 2014, Ch. 4), and are deployed by writers to indicate their presence trying to intrude into the text in an attempt to lead readers to a particular line of argumentation, that is, to influence their judgment. As a stance marking device, boosting has a pivotal role in written academic discourse (Gray & Biber, 2012). The interactive function of boosters lies in the fact that they are often used to “stress shared information and group membership” (Hyland, 2009, p. 75).

Compared to the use of other rhetorical devices, the use of boosters in RAs has not been extensively studied whether through cross-cultural comparison or through cross-disciplinary comparison. Cross-cultural studies compared the use of boosters in RAs written in English and those written in other languages such as Spanish (Mur-Dueñas, 2011), Chinese (Hu & Cao, 2011; Kim & Lim, 2013). In cross-disciplinary studies, RAs from different disciplines written in English were compared (Diani, 2008; Hu & Cao, 2015; Hyland, 2008; Peacock, 2006; Vázquez & Giner, 2009).

Although thus far the cross-cultural studies produced seemingly uniform results, the paucity of the studies in such area prevent us to reach a firm conclusion, partly due to the fact that the cultures represented in those studies are still very limited. The present corpus-based study tries to contribute to the area of the use of boosters in RAs. It specifically examines the effect of sociocultural context and discipline on the use of boosters in RAs written in English and Indonesian by the respective native-speaker scholars from the disciplines of chemistry and applied linguistics.

**Research question:** *Do sociocultural context and discipline influence the frequency of use of boosters in RAs?*

## METHOD

### Corpus

The specialized corpus for the present study was built from 104 RAs published from 2007 to 2010: 26 from English applied linguistics, 26 from Indonesian applied linguistics, 26 from English chemistry, and 26 from Indonesian chemistry. The size of the entire corpus was 407,848 words. The means (M) and standard deviations (SD) of the lengths of the RAs in the four sub-corpora were as follows: English applied linguistics (M = 6,820.08; SD = 1,070.53), Indonesian applied linguistics (M = 4,047.92; SD = 1,105.29); English chemistry (M = 3,495.31; SD = 1,367.73), Indonesian chemistry (M = 1,323.15; SD = 461.33).

### Data Analysis

The analysis was conducted on the normalized (per 1,000 words). To answer the research question, two-way factorial Analysis of Variance (ANOVA) was conducted on the data. All statistical analyses were conducted using the computer software Statistical Package for Social Sciences (SPSS) version 20.

## FINDINGS AND DISCUSSION

The following table presents the descriptive statistics of the use of boosters in the four groups of RAs.

**Table 1.** Descriptive Statistics for the Four Sub-Corpora

	English		Indonesian	
	Appl. Ling.	Chem.	Appl. Ling.	Chem.
Mean	3.78	2.70	9.54	5.20
Std. Deviation	1.47	1.70	4.75	3.50
Minimum	1.20	.42	1.59	0.69
Maximum	6.86	7.86	21.11	15.72

Table 2 below shows the results of the 2 x 2 Factorial ANOVA conducted on the data.

**Table 2.** Tests of Between-Subjects Effects

Source	Type Sum Squares	II of	df	Mean Square	F	Sig.	Partial Eta Squared	Observed Power <sup>b</sup>
Corrected Model <sup>a</sup>	702.588		3	234.196	23.466	.000	.413	1.000
Intercept	2927.193		1	2927.193	293.293	.000	.746	1.000
Sociocultural Context	442.530		1	442.530	44.340	.000	.307	1.000
Discipline	191.191		1	191.191	19.157	.000	.161	.991
Socio. Cont.*Discipline	68.868		1	68.868	6.900	.010	.065	.739

Error	998.044	100	9.980
Total	4627.825	104	
Corrected Total	1700.632	103	

a. R Squared = .413 (Adjusted R Squared = .39)

b. Computed using alpha = .05

As shown by Table 2 above, there was a significant main effect of sociocultural context on the use of boosters in RAs: Indonesian RAs contained significantly higher number of boosters than English RAs. The partial eta squared of .307 indicated that the variable sociocultural context accounted for 31% of the total variation in the use of boosters in RAs. There was also a significant main effect of discipline, with applied linguistics RAs deploying significantly more boosters than chemistry RAs. The variable discipline accounted for 16% of the total variation in the use of boosters. Finally, there was a significant interaction effect between the two variables on the use of boosters, although the magnitude of the effect was quite negligible (.06%). It was also evident that the mean difference between English and Indonesian RAs in chemistry was much smaller than that in applied linguistics. Table 2 above also shows that the factorial model for the present study accounted for 39% of the total variation in the use of boosters in RAs. This indicated that 61% of the total variation was accounted for by other unknown variables.

Subsequent simple effects analysis was also conducted to examine the effect of (1) sociocultural context within each discipline and (2) discipline within each sociocultural context. The results revealed that there was a significant effect of sociocultural context within both applied linguistics and chemistry, suggesting that the sociocultural context within which researchers published their research affected their frequency of use of boosters in their RAs; Indonesian researchers in both disciplines used significantly more boosters than their English counterparts (see Table 1 above). However, the effect of discipline was evident only within the Indonesian sociocultural context, suggesting that disciplinary context was not a robust factor determining researchers' use of boosters; Indonesian applied linguists used significantly more boosters than Indonesianchemists

The present corpus-based study was carried out to investigate the effects of two factors on the use of boosters in RAs, namely the sociocultural context in which the RAs were written and the discipline from which they were drawn. The results showed that sociocultural context significantly influenced the use of such rhetorical feature: RAs written by Indonesian academics were more assertive than those written by English academics. However, the results regarding the effects of discipline were mixed.

The finding of the present study was consistent with that of previous studies. Hu and Cao (2011), for example, reported a study that showed that applied linguistics RA abstracts written in Chinese made use of boosters significantly more frequently than those written in English. The finding that English RAs were less assertive than RAs written in Indonesian corroborated Hyland's (2011, p. 181) conjecture that "compared with many languages, academic writing in English tends to be more cautious in making claims." The intriguing question now is why Indonesian scholars were more confident in presenting their claims than their English counterparts. To answer this question, it will be argued that three aspects of sociocultural context could be evoked as the explanation: size of the expected readership, degree of homogeneity of the expected readership, and cultural as well as socioeconomic characteristics of the contexts in which the two groups of writers operate. Such explanations are conceptually consistent with the widely-held view of genre as a situated entity (Tardy, 2011).

On the assumption that all other things are equal between English and Indonesian scholars, the two groups of scholars were in fact different in one obvious aspect, namely the characteristic of the readership being addressed. More particularly, the sizes of the scholarly community being addressed by the two groups of scholars were obviously different. Indonesian scholars communicated their research findings with their fellow Indonesian academics only, while English scholars had to address a much wider academic community. For English scholars, however, displaying such rhetorical behavior might well be at risk, as much more scholars were involved in the scientific communication. Assuming solidarity on the part of the English scholars was simply not possible, accordingly.

It might also be argued that the finding that Indonesian scholars were more assertive and/or more confident in their claim presentation than their English colleagues might be triggered by the differing degrees of homogeneity of the intended readership. Due to much smaller size of the Indonesian scholarly community in the two disciplines, Indonesian scholars might characteristically assume that the community was homogeneous with regard to the viewpoints being promoted. For international scholarly community, such homogeneity could not safely be assumed by English scholars.

English and Indonesian scholars can also unambiguously be distinguished from each other in terms of the characteristics of sociocultural contexts in which they write their research. English and Indonesian sociocultural contexts are significantly different from each other in at least two respects: power distance and individualism versus collectivism. The power distance index of Indonesian sociocultural context is much larger than that of English sociocultural context (Hofstede, Hofstede, & Minkov, 2010). This means that, in comparison with members of English society, members of Indonesian society much more readily accept and expect that power should be distributed unequally.

Another cultural dimension along which English and Indonesian sociocultural contexts differ from each other is individualism and collectivism. While English society is individualist, Indonesian society is collectivist (Hofstede et al., 2010, Ch. 4). In a collectivist society the voice of an RA writer is regarded as representing the voice of the group. To put it in slightly different terms, the writer's voice constitutes a shared voice. It is to be reiterated that boosters are rhetorical devices used to "stress shared information and group membership" (Hyland, 2009, p. 75). This explains the abundance of boosters used in Indonesian RAs. In an individualist society, by contrast, due to the expectation that everyone has a private idea, an RA writer could not reasonably assume that his or her voice is a shared one within the group. Consequently, a confident or assertive claim almost does not have a place in RAs produced in (and for) such a society. This characteristic might trigger the avoidance of boosters in English RAs. In sum, the differential rhetorical practices (i.e. boosting practices) evident in English and Indonesian RAs might have something to do with the difference between English and Indonesian societies along the cultural dimension of individualism versus collectivism.

Another finding of the present study is that discipline does not have equal influence on the use of boosters in RAs in both sociocultural contexts. Boosters constitute one of metadiscursive features that are reflexive in nature. That is, boosters convey interpersonal, rather than ideational, meaning. Therefore, boosting practices can reflect the ethos of the discipline. The results of the present study, to some extent, provide empirical evidence in support of this view. The between-discipline (where the two sociocultural contexts were combined) finding that boosters are significantly more frequent in applied linguistics than in chemistry suggests that the role that argument plays in the advancement of knowledge in the former discipline is greater than that in the latter one. In other words, applied linguistics is apparently more discursive (i.e. argumentative) than chemistry. However, the within-sociocultural context analysis in the present study produced conflicting findings that can undermine the validity of the above-mentioned view: while there was a statistically significant difference in the frequency of use of boosters between the two disciplines in the Indonesian sub-corpus, the two disciplines from the English sub-corpus were not significantly different from each other. This strongly suggests that, as far as English RAs are concerned, boosting practices does not seem to reflect the ethos of the discipline. Another interpretation is that discipline might not be a strong indicator influencing the use of boosters in all sociocultural contexts. That is to say, the effect of discipline on the use of boosters in RAs might be offset by the effect of the sociocultural context in which the RAs are written (see the effect sizes of the two variables in Table 2).

## CONCLUSION

The findings of the present comparative study confirm the view that academic research writing is not a standalone entity operating independent of cultural forces surrounding it. Rather, academic writing is prone to vary according to the cultures to which the writers gain membership. Writers can belong to two quite different cultures, namely large (national) and small (discipline) cultures. In the present study, the small culture was not found to be a strong

factor influencing writers' boosting practices, a finding that plainly contradicts the widely held view that rhetorical features of RAs are profoundly determined by the disciplinary culture with which the writers are affiliated. It could be argued that discipline might not have equal influences on different rhetorical features.

One of the obvious limitations of the present study is concerned with the limited number of disciplines included in the corpus. This might explain the inconclusive nature of the findings regarding the effect of discipline on boosting practices. Therefore, future studies might need to include greater number of disciplines from each of the following knowledge domains: theoretical hard knowledge domain (e.g. physics), theoretical soft knowledge domain (e.g. sociology), applied hard knowledge domain (e.g. engineering), and applied soft knowledge domain (e.g. language teaching). Future studies might also need to include in their corpus RAs written by non-native speaker scholars.

## REFERENCES

- Diani, G. (2008). Emphasizers in spoken and written academic discourse: The case of *really*. *International Journal of Corpus Linguistics*, 13(3), 1569–9811.
- Gray, B., & Biber, D. (2012). Current Conceptions of Stance. In K. Hyland & C. S. Guinda (Eds.), *Stance and Voice in Written Academic Genres* (pp. 15-33). Basingstoke, Hampshire: Palgrave.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Halliday's Introduction to Functional Grammar* (Fourth ed.). New York: Routledge.
- Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and Organizations: Software of the Mind. Intercultural Cooperation and Its Importance for Survival* (3rd Edition ed.). New York: McGraw Hill.
- Hu, G., & Cao, F. (2011). Hedging and boosting in abstracts of applied linguistics articles: A comparative study of English- and Chinese-medium journals. *Journal of Pragmatics*, 43, 2795-2809.
- Hu, G., & Cao, F. (2015). Disciplinary and paradigmatic influences on interactional metadiscourse in research articles. *English for Specific Purposes*, 39, 12-25.
- Hyland, K. (2008). Disciplinary voices: Interactions in research writing. *English Text Construction*, 1(1), 5-22.
- Hyland, K. (2009). *Academic Discourse: English in a Global Context*. London/ New York: Continuum.
- Hyland, K. (2011). Academic discourse. In K. Hyland & B. Paltridge (Eds.), *Continuum Companion to Discourse Analysis* (pp. 171-184). New York: Continuum.
- Kim, L. C., & Lim, J. M.-H. (2013). Metadiscourse in English and Chinese research article introductions. *Discourse Studies*, 15(2), 129–146.
- Mur-Dueñas, P. (2011). An intercultural analysis of metadiscourse features in research articles written in English and Spanish. *Journal of Pragmatics*, 43, 3068-3079.
- Peacock, M. (2006). A cross-disciplinary comparison of boosting in research articles. *Corpora*, 1(1), 61-84.
- Tardy, C. M. (2011). Genre analysis. In K. Hyland & B. Paltridge (Eds.), *Continuum Companion to Discourse Analysis* (pp. 54-68). New York: Continuum.
- Vázquez, I., & Giner, D. (2009). Writing with conviction: The use of boosters in modelling persuasion in academic discourses. *Revista Alicantina de Estudios Ingleses*, 22, 219-237.

# ACCOMMODATING THE WORLD ENGLISHES IN ENGLISH LANGUAGE TEACHING MATERIALS: NEEDS ANALYSIS

Jumariati

[jumar.fkip@yahoo.com](mailto:jumar.fkip@yahoo.com)

Universitas Negeri Malang, Universitas Lambung Mangkurat

Asmi Rusmanayanti

[indonesia.asmi@gmail.com](mailto:indonesia.asmi@gmail.com)

Universitas Lambung Mangkurat

## ABSTRACT

*The emergence of the varieties of English known as the World Englishes (WEs) including the Asian Englishes has brought impact on English communication. Within the varieties, English is spoken with different accents, stress, speed, and bodily gestures by the users who are not the native speakers of English. Consequently, problems in communication between the speakers and hearers may arise. This issue needs to be taken into account by teachers as the practitioners in English Language Teaching (ELT) with regard to the implication of the WEs on the teaching of English in schools. In fact, English materials used in schools have not accommodated the WEs yet. Even there is still controversy whether it is essential or not to introduce the WEs in the classrooms. This paper discusses the investigation on the perceived English materials need of undergraduate students in Banjarmasin and Malang regarding the WEs and AEs. The findings of the needs analysis is hopefully fruitful for practitioners in modifying English materials that prepare school graduates to communicate with the users of English both in Asia and global contexts.*

**Keywords:** *needs analysis, World Englishes, ELT materials*

## INTRODUCTION

The emergence of the varieties of English known as the World Englishes (WEs) including the Asian Englishes (AEs) has brought impact on English communication. Within the varieties, English is spoken with different accents, intonation, or speed by the users who are not the native speakers of English. Widiati and Cahyono (2006) mention that the features of spoken language which include paralinguistic features such as tamber (breathy, creaky), voice qualities, tempo, loudness, facial and bodily gestures, as well as prosodic features such as intonation, pitch, stress, rhythm, and pausing are used with different variability and flexibility. Thus, each feature is flexible which implies that every speaker may produce typical variety of the intonation, pitch, or speed for instance. Meanwhile, a study by Mahboob and Liang (2014) figure out that the varieties of English by Chinese people include grammar and syntax such as word order, inversion, yes/no response, and register. This means that people with different background of the first language (L1) may speak English with varied accent, intonation, pitch, or speed influenced by their L1.

Consequently, problems in communication between the speakers and hearers may arise. This issue needs to be taken into account by English Language Teaching (ELT) teachers as the practitioners with regard to the implication of AEs on the teaching of English in schools (Jenkins, 2006; Mukminatien, 2012; Schneider, 2014). It is asserted by Jenkins (2006) that researchers in SLA and TESOL practitioners have little awareness on the possibilities that learners may develop particular characteristics of English varieties during their learning so that the teaching and assessing in ELT only focus on the standard which does not seem to be relevant with the students' characteristics. Likewise, Kirkpatrick (2010) affirms that today, being aware of the multilingual varieties of English spoken in the Asian region are justifiable. He further mentions that these varieties are the proper models to be introduced in the teaching and learning contexts.

Students also need to be ready to communicate in English with people around the world whose cultural background is different from theirs. Therefore, it is essential that the materials are supported with the cultural content belongs to the society of the WEs and AEs. Kachru and Smith (2008) mention that one needs to have intelligibility, comprehensibility, and interpretability for successful communication. They further explain that proficiency in English will lead to successful intelligibility and comprehensibility, but to be interpretable one must have cultural competence. Allwood (1985) proposes the main aspects of culture: (1) patterns of thoughts which include beliefs, values, and attitudes, (2) patterns of behaviors, patterns of artifact manufacture and use, and traces in nature. He claims that it is necessary to introduce culture to make students aware of other culture as the varieties across societies, ages, genders, and places. For that reason, cultural contents are essential to be included in the students' needs of the ELT materials to widen their knowledge of the Western culture and Asian culture, two varieties of culture that they may be confronted with in the global communication.

In a nutshell, in order to develop appropriate ELT materials it is considered necessary to investigate the students' perceptions on ELT materials that help school graduates to communicate in English with people across nations. Accordingly, this paper investigates the students' needs on the English learning materials which can facilitate them in the global communication era.

## METHOD

The study aims to investigate the needs of the English learning materials based on students' perceptions. Consequently, a need analysis is conducted which focuses on target needs; they are necessities, lacks, and wants (Hutchinson & Waters, 2012). A need analysis is defined by Casper (2003) as all the activities used to collect information about the students' learning needs, wants, wishes, or desires which are contained in learning materials. It is proposed by Allwright (1990) that learning materials should teach students to learn, that they should be resource books for ideas and activities for learning, and that they should give teachers rationales for what they do. In a similar vein, Tomlinson (2003) states that material development refers to the efforts of writers, teachers or lecturers to provide sources of language input in which maximize the likelihood of intake. Accordingly, the need analysis on ELT materials of the current study comprises the content of the materials which the students in higher education particularly in the English major perceive as essential. The need analysis were conducted through several stages which include examining the ELT materials, listing the components of the materials coverage, conducting survey, and finally carrying out follow-up interview to focus group in order to obtain detailed information.

The subjects of the study were 130 undergraduate students from *Universitas Negeri Malang* and *Universitas Lambung Mangkurat* who are in the sixth semester majoring in ELT. They were selected randomly as the subjects of the study. The instrument of the study was a questionnaire on students' perceptions toward their needs in learning English which include the varieties of English and the components of English. The questionnaire employs a three-point Likert scale requiring the subjects to choose "very necessary", "necessary", and "not necessary" of which each scores 2, 1, and 0 respectively. The data was first calculated into percentage by employing the formula  $P = F/N \times 100$  wherein P was per cent, F was frequency of the responses, and N was the total number of responses.

A follow-up interview was carried out in addition to the questionnaire to reveal detailed information regarding the needs to include the varieties of English and the components. The interview was conducted after the analysis on the questionnaire by referring to the subjects' responses. This means that the results of the questionnaire were used as the basis to select the subjects to be interviewed. By conducting the interview, the information which includes the reasons for the needs on the materials can be revealed.

## FINDINGS AND DISCUSSION

The findings of the study are classified into three aspects in the questionnaire: (1) the students' needs of learning the Standard English and the AEs, (2) the students' needs of speaking materials, (3) the students' needs of learning the cultural contents.

### Students' Needs of Learning the Standard English and Asian Englishes

The findings reveal that the students perceive that they need to learn the Standard English and some of the Asian Englishes. Table 1 shows the results of the data analysis.

Table 1 Level of Importance of the Standard English and the Asian Englishes

Topics	Percentage (%)	Level of Importance
Standard American English	88.46	Very Necessary
Standard British English	82.30	Very Necessary
Australian English	60.77	Necessary
Singaporean English	56.15	Necessary
Singaporean Accent	56.92	Necessary
Korean Accent	46.92	Necessary
Japanese Accent	49.23	Necessary

From the summary in Table 1, the materials which the students perceived very important were the Standard of American and British English. The respondents also believed that the Australian English, the Singaporean English, and the accents on Singaporean, Japanese, and Korean were necessary to be introduced in the ELT materials. The questionnaire also revealed that some Asian Englishes are not necessary to be included as the learning materials. Table 2 displays the summary of the findings.

Table 2 Students' Perceptions on the Level of Importance of Other Varieties

Topics	Percentage (%)	Level of Importance
Vietnamese Accent	69.23	Not Necessary
Filipino English Accent	66.15	Not Necessary
Thailand Accent	63.85	Not Necessary
Iranian Accent	63.07	Not Necessary
Bengali Accent	60.77	Not Necessary
Malaysian English	49.23	Not Necessary

The subjects of the study believed that the other varieties of English were not necessary which include Vietnamese accent, Filipino English accent, Thailand, Iranian, Bengali and Malaysian. The findings figured out that more than a half (69.23%) of the respondents believed that Vietnamese accent was not necessary. The findings affirm that certain varieties of Asian English were perceived important by the participants of the study. This is in line with the idea proposed by Mukminatien (2012) that it is important to introduce the Asian students the varieties of English which are mainly used by the people in Asia as they learn English in Asia as their native culture and that they will interact with the society of the AEC.

The findings from the questionnaire were triangulated through a follow-up interview. Based on the interview to 15 subjects (11.54%) it was figured out that knowing certain accents is crucial as it may help them in understanding others. In order to be able to succeed in academic and communicate in global market, they believed that learning the Standard English is a must. In addition, knowing the Singaporean English as well as Japanese, Chinese and Korean accents would help them communicate since people coming from these countries are more dominant in the global market compared to the Vietnamese, Filipino, Bengali, or Thailand.

All in all, learning the Standard English is considered necessary by the subjects of the study. They recognize the need to use English properly based on the Standard English. This finding infers that the materials of ELT should contain the standard of English the model for language learners.

### Students' Needs of Speaking Materials

The students' perceptions on their needs of speaking materials revealed the topics which they believed as important for daily conversation for work and relationship. The subjects admitted that all the topics mentioned in the questionnaire were necessary for them. The summary of the findings is depicted in Table 3.

Table 3 Level of Importance of the Topics for Conversation

Topics	Percentage (%)	Note
Greetings, self-introduction and leave-takings	90	Very Necessary
Thanking people	83.85	Very Necessary
Expressing opinions	79.23	Very Necessary
Making requests and responding to it	79.23	Very Necessary
Apologizing	79.23	Very Necessary
Asking for directions	68.46	Very Necessary
Showing sympathy	62.30	Very Necessary
Ordering meals	62.30	Necessary

As it can be seen in Table 3, the subjects of the study perceived that topics for daily conversation are very essential which include greetings, self-introduction, leave-takings, thanking people, expressing opinions, making requests, apologizing, asking for directions, and showing sympathy. Meanwhile, the topic about ordering meals is considered necessary with 62.30% of the participants' responses.

From the follow-up interview, the students mentioned that the most crucial materials were the expressions for daily communication. All of them stated that to be able to communicate successfully, one should have the ability in using daily expressions in communicating with other people. Therefore, some students suggested the topics on telephone conversations, bargaining, persuading people, and promoting products. This affirmed that the materials of daily conversations were necessary to be included in the materials.

#### Students' Needs of Cultural Contents

The final finding was the topics of cultural contents which covered the cultural ceremonies, festivals, and traditional cuisine. The summary of the results is depicted in Table 4.

Table 4 Level of Importance of the Cultural Contents

Topics	Percentage (%)	Note
Praying for the Rain: Thailand Culture	60.77	Necessary
Boxing Day: British Culture	60	Necessary
Jesa, Memorial Ceremony: Korean Culture	58.46	Necessary
Makar Sakranti Ceremony: Indian Culture	63.07	Necessary
Thanksgiving Day: American Culture	55.38	Necessary
Ngaben Ceremony: Balinese Culture	50.77	Very Necessary
Traditional Cuisine	48.46	Very Necessary

The subjects believed that cultural contents were important to be learned therefore nobody gave the weight 0 (not necessary). When the follow-up interview was conducted, the results showed that more cultural contents should be given like the topics on traditional costumes, traditional dance, cultural ceremonies, and cultural politeness. This infers that the students believe that learning about others' cultures is not only interesting but also essential to help them communicate successfully. This finding was in support with Kachru and Smith (2008) who postulate that to be succeeded in communication one should also have the cultural competence.

To conclude, the findings reveal that the subjects of the study perceive that the standards of English (both British and American) are the most important materials for EFL students as they serve as the basis on the model of forms and functions. However, realizing the emergence of global market which means globalized communication, the students also perceive that the varieties of English need to be included in the materials. This does not mean that teachers need to teach the English varieties. Rather, they can introduce the students the varieties of English to widen their knowledge which eventually can prepare them to communicate with global society who speak in English with such varieties. Additionally, they propose some essential topics for conversation which include telephone conversations, bargaining, persuading

people, and promoting products. Further, the subjects of the study suggest some cultural contents to be introduced to the students of the target of the materials development which include local, Asian, and western culture.

## CONCLUSION

All in all, designing appropriate materials which accommodate the development of the WEs especially AEs will be fruitful in preparing students to communicate with the users of English in Asia and global contexts. It also increases their cultural awareness towards Asian people and the native speakers of English. This also means to prepare students to be tolerant with the differences among culture. By doing so, school graduates will be able to communicate with people in Asia and global context. They will be prepared to interact with those people provided that during their learning of English they are exposed to various materials which accommodate the development of the WEs.

With regard to preparing schools graduates for the global communication particularly in Asia setting, the ELT materials should emphasize on the spoken communication since the varieties of English are mainly occur in spoken forms. The subjects of the study perceive that topics for daily conversations are essential to enable them communicate with people across culture and nations. However, this study has limitations as the main source of the data is only 130 undergraduate students so that the results cannot be generalized. Therefore, further investigation is needed by involving more students and involving lecturers or practitioners in wider schools and institutions to yield more meaningful data on the perceptions on ELT materials.

## REFERENCES:

- Allwood, J. 1985. *Intercultural Communication*. A Paper presented in Anthropological Linguistics. University of Goteborg: Department of Linguistic.
- Allwright, R. L. 1990. *What do We Want Teaching Materials for? Currents Issues in Language Teaching*. USA: Oxford University Press.
- Casper , A.N. 2003. *Need Analysis*. Retrieved at March, 26<sup>th</sup> 2015 from <http://www.linguistics.byu.edu/resources/volunteers>
- Hutchinson, *The Handbook of English for Specific Purposes*. (In Paltridge, B. & Sue Starfield (Eds.). Chichester, UK: JohnWiley & Sons.
- Jenkins, J. 2006. Current Perspectives on Teaching World Englishes and English as a Lingua Franca. *TESOL QUARTERLY*, 40(1):157-181.
- Kachru, Y. & Smith, L.E. 2008. *Cultures, Contexts, and World Englishes*. New York: Taylor & Francis.
- Kirkpatrick, A. 2010. Learning English in ASEAN: Myths and Principles. A Paper Presented at CamTESOL Conference Plenary Speaker. *Language Education in Asia* 1(1): 1-7.
- Mahboob, A. & Liang, J. 2014. Researching and Critiquing World Englishes, Asian Englishes, 16(2):125-140, <http://dx.doi.org/10.1080/13488678.2014.915625>
- Mukminatien, N. 2012. Accommodating World Englishes in Developing EFL Learners' Oral Communication. *TEFLIN Journal*, Vol. 23 (2): 222-232.
- Schneider, E.W. 2014. Asian Englishes - into the Future: a Bird's Eye View. *Asian Englishes*, 16(3): 249-256, <http://dx.doi.org/10.1080/21639159.2014.949439>
- Tomlinson, B. 2003. *Developing Materials for Language Teaching*. London: Continuum.
- Widiati, U. & Cahyono, B.Y. 2006. The Teaching of EFL Speaking in the Indonesian Context: The State of the Art. *BAHASA DAN SENI*, 34(2), 269-292.

# LEARNING LOG TO MUSHROOM STUDENTS' REFLECTIVE LEARNING

**Lilia Indriani**  
[indriani@untidar.ac.id](mailto:indriani@untidar.ac.id)  
Tidar University ,Indonesia

## ABSTRACT

*Reflecting on learning enables students to link their professional development to practical outcomes and widens the definition of what counts as useful activity. The students not only use their new knowledge and skills in the future activities, but also link them to the previous ones, especially in learning English as a second or foreign language by NNESs (Non-Native English Speakers). Reflective learning also helps them to link action and theories to practice; and to gain their higher order of thinking as alpha generation. It, therefore, implies a more systematic process of collecting, recording and analysing the students' thoughts and observations, and then going on to making changes. One of the media that help students to mushroom the reflective learning is by using learning log. It is a personalized learning resource for students. The students record their processes through their learning, while it also helps them to reflect on what they have been doing in the learning process. It also assists them to identify what strategies to support their learning. Besides that, it aids them to identify how they can challenge themselves to deepen their knowledge and understanding. Each log is unique record of the student's thinking and learning.*

**Keywords:** *Reflective Learning, Learning Log, NNESs*

## INTRODUCTION

Students, especially Non-Native English Speakers (NNESs) find many difficulties when they are learning a new subject. Many problems rise in NNESs classroom, such as learning environment, teaching-learning material, students' learning motivation, teaching technique, teaching-learning media, assessment, learning feedback and teaching-learning process, itself. When the students try to learn something new, they must find their "AHA" moment. It can happen in or even outside the classroom when students catch an idea or the main point of the lesson. This process can happen with or without a teacher. As a teacher, with so many different responsibilities that she handles in a class, she, sometimes, cannot reach his or her goal of teaching. Although she has managed it well in the lesson plan, what happens in a class is still a mystery. Therefore, one way to minimize those problems that arisen in a class is by using learning log as one of the media in teaching-learning. Some researches describe about learning log are Hirata and Hirata (2012: 132-143); learning log has been used to encourage students' reflective attitudes towards language learning in Japanese university. Data was collected from the logs and the questionnaire the students' filled out at the end of both semesters. The findings suggest that writing logs provides some students with great opportunities to raise their awareness of what they have learned and understand, the areas they need to study in further depth. The results of this study provide instructors with many insights as to how to facilitate hybrid learning for students using reflective journals. The findings also suggest some important implications regarding how to make the most of hybrid learning for future language education. Moreover, Kustriadi (2011), in his study is designed to improve the students' writing ability in English through learning log. The focus of this study is to promote the students' idea and to help them acquire their writing habit so that their journals will not be assessed on the term of accuracy of writing but on fluency ideas. It is expected that the more the students practice writing regularly, their writing ability will improve.

## Reflective Learning

There are many styles of learning and one of them is reflective learning. It involves students thinking about what they have read, done, or learned, relating the lesson at hand to their own lives, and making meaning out of the material. There are several prominent people who

have developed their own theories on reflective learning like John Dewey, David Kolb and Donald Schon. Dewey (1938) writes what an individual has learned in the way of knowledge and skill in one situation becomes an instrument of understanding and dealing effectively with the situations which follow. The process goes on as long as life and learning continue. (p.44) Dewey's criteria for reflection are (1) reflection is a meaning making process that moves a learner from one experience into the next with deeper understanding of its relationships with and connection to other experiences and ideas. It is the tread that makes continuity of learning possible, and ensures the progress of the individual and, ultimately, society. It is a means to essentially moral ends; (2) reflection is a systematic, rigorous, disciplined way of thinking, with its roots in scientific inquiry; (3) reflection needs to happen in community, in interaction with others; and (4) reflection requires attitudes that value the personal and intellectual growth of oneself and of others. Kolb (1984) proposes experiential learning theory (ELT) that sets out four distinct learning styles (or preferences), which are based on a four- stage learning cycle (training cycle). Kolb includes this 'cycle of learning' as a central principle his experiential learning theory, typically expressed as four-stage cycle of learning, in which 'immediate or concrete experiences' provide a basis for 'observations and reflections'. These 'observations and reflections' are assimilated and distilled into 'abstract concepts' producing new implications for action which can be 'actively tested' in turn creating new experiences. Kolb's experiential learning style theory is typically represented by a four stage learning cycle in which the learner 'touches all the bases'. The first one is concrete experience (a new experience of situation is encountered, or a reinterpretation of existing experience), the second one is reflective observation (of the new experience. Of particular importance are any inconsistencies between experience and understanding), the third one is abstract conceptualization (reflection gives rise to a new idea, or a modification of an existing abstract concept), and the last is active experimentation (the learner applies them to the world around them to see what results).

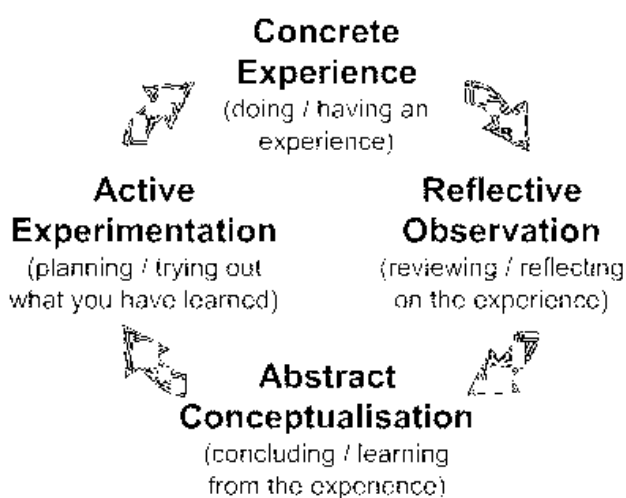


Figure 1. Kolb's four stage learning cycle

Schon (1983) also brings 'reflection' into the centre of an understanding of what professionals do. The notions of reflection-in-action, and reflection-on-action is his finding. The former is sometimes described as 'thinking on our feet'. It involves looking to our experiences, connecting with our feelings, and attending to our theories in use. It entails building new understandings to inform our actions in the situation that is unfolding. The practitioner allows himself to experience surprise, puzzlement, or confusion in a situation which he finds uncertain or unique. He reflects on the phenomenon before him, and on the prior understandings which have been implicit in his behaviour. He carries out an experiment which serves to generate both a new understanding of the phenomenon and a change in the situation. (Schön 1983: 68) While reflection-on-action is done later – after the encounter. Workers may write up recordings, talk things through with a supervisor and so on. The act of reflecting-on-action enables us to spend time exploring why we acted as we did, what was happening in a group and so on. In so doing we develop sets of questions and ideas about our activities and practice. The notion of repertoire is a key aspect of this approach. Practitioners build up a collection of images, ideas, examples

and actions that they can draw upon. Donald Schon, like John Dewey (1933: 123), saw this as central to reflective thought.

Reflective learning is the process of internally examining and exploring an issue of concern, triggered by an experience, which creates and clarifies meaning in terms of self, and which results in a changed conceptual perspective. We suggest that this process is central to understanding the experiential learning process. In this article, we describe the process of reflective learning as identified through analysis of three distinct sets of data, including sequential interviews, single interviews, and written questionnaires, using three separate samples. The sequential interviews revealed a pattern of becoming aware of one's own reflective learning patterns and deciding to use them consciously. Then, the six stages in the reflective learning process are abstracted and described. Implications of the process for personal change and growth, for facilitating learning from experience and changing perspectives, and for further research are also discussed. (<http://jhp.sagepub.com/content/23/2/99.abstract>). Reflective learning enables learners to activate prior knowledge, and to construct, deconstruct and reconstruct their knowledge. In doing so, several benefits accrue, including: (1) learning from experience, (2) developing meta-cognitive skills, (3) developing the skills of professional practice, (4) exercising responsibility for their own learning (and actions), (5) building capacity to restructure / reframe knowledge, and (6) continual improvements in practice. ([https://ctl.curtin.edu.au/teaching\\_learning\\_practice/student\\_centred/reflective.cfm](https://ctl.curtin.edu.au/teaching_learning_practice/student_centred/reflective.cfm))

### **Learning Log**

A Learning Log is basically a log or record or journal of your own learning. It is not necessarily a formal 'academic' piece of work. It is a personal record of your own learning. As such it is a document which is unique to you and cannot be 'right' or 'wrong'. A Learning Log helps you to record, structure, think about and reflect upon, plan, develop and evidence your own learning. As an informal tool, learning log helps students to take note of any learning that they experience day to day in their role. Projects, activities, training events or even things are included. They are considered as valuable sources of learning.

(<https://www.dur.ac.uk/resources/hr/mentoring/Keepingalearninglog.pdf>). Diaries and journals kept by learners are also considered as learning log kept by learners, which are used as tools for problem solving and progression. The reflection and the self-evaluation of learning emphasise, not only on recording dates and lessons but also the indoor-outdoor class activities. (<http://rapidbi.com/created/learninglogs-learningjournals.html>).

A Learning Log is a journal which evidences your own learning and skills development. It is not just a diary or record of "What you have done" but a record of what you have learnt, tried and critically reflected upon. The purpose of Learning Log is to help sharpen learners' ability to observe and document their learning, and to use the documentation for self-assessment and planning. While Learning logs were found to serve as a valuable means of helping learners connect theory with familiar working practice and also enabled them to reflect on their own personal development over time. Learning logs are different from learning journals. Learning Journals usually focus subjectively on personal experience, reactions, and reflections. Learning logs are more documentary records of learners' work process (what they're doing); their accomplishments, ideas, or questions. They are a record of learning as it occurs. A Learning Log contains your record of your experiences, thoughts, feelings and reflections. One of the most important things it contains is your conclusions about how what you have learnt is relevant to you and how you will use the new information/ knowledge/ skill/ technique in the future. It may contain details of problems you have encountered and solved (or not solved). Examples of where you have started to try out and practice a new skill and examples of your own formal and informal learning. Formal learning is 'taught' in a formal academic setting - for example via a lecture. Informal learning is learning which takes place outside a formal academic setting, for example, though talking with friends or colleagues in a social setting. It can be concluded that a Learning Log is a personal document. Its content may be very loosely structured and only of relevance to you. Once you have commenced a Learning Log you will find it a valuable and useful 'tool' to help your learning and to help you to think about and structure your own learning.

## METHOD

The type of this research is a qualitative research because the data are presented and explained without comparing or explaining the correlation between two variables. In this research, it dealt with one variable only. The method used on this research is descriptive analysis qualitative research. It concerns with providing phenomenon description that occurred on the students' learning. The subject of the research is the fourth semester students in Morphology class. They are considered as NNEs (Non-Native English Speakers). In collecting the data, I use questionnaire, interview and the students' documents (learning logs). The data are taken in seven meetings. Some statements that must be written in the students' learning log are based on these indicators:

1. Each week, I will write two pages in my learning log.
2. I will include a large title.
3. I will display my mind mapping of the subject.
4. I will show my specific area of interest and set the questions about the chosen area.
5. I will research my chosen area using more than one type of sources.
6. I will explain what I have learned using my own words.
7. I will use my learning log as a place to reflect on my learning and be creative.
8. I can write, draw, or stick in things into my learning log.
9. I will explain any pictures or diagrams.
10. I will have high expectation of myself so I am proud when other people look at my work.

In this research, the data are also taken by questionnaire. The indicators are:

1. Do you like studying by learning log in this class?
2. Does learning log help you in reflecting your learning?
3. Are you able to understand the material easily by using learning log?
4. Do you feel that learning log can improve your understanding about the material?
5. Do you have high motivation in learning the material after the lecturer uses learning log as reflective learning?

The systematic procedures in conducting the analysis are as follows: (1) collect the data from the students' learning log, (2) give the questionnaire and interview, (3) analyse the data, and (4) describe the result of the analysis.

## RESULT AND DISCUSSION



Students can do the learning log inside the class after the teaching learning process, and also outside the classroom (at home, canteen, and language laboratory) as long as they feel comfortable with it. They can also choose their own time to do it. There is no restricted time from the lecture.



Figure 2. Students do the learning log individually



After they do their learning log, they share about what they have written with their friends. This can be done in a small group or even more than two students. They usually do it outside the class when they are having a break time. This activity has a purpose to share knowledge. Judgment is not necessary in this stage because every log is unique like each student.

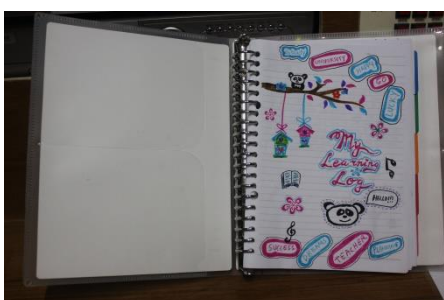
They also can share experience or even insight knowledge when they get the same materials. Some students get more than the others. It really helps needed student. Having a discussion about reviewed material really helps them to memorize the material

They also can share experience or even insight knowledge when they get the same materials. Some students get more than the others. It really helps needed student. Having a discussion about reviewed material really helps them to memorize the material without any force. They remember small details in the material because they have aha moment together.

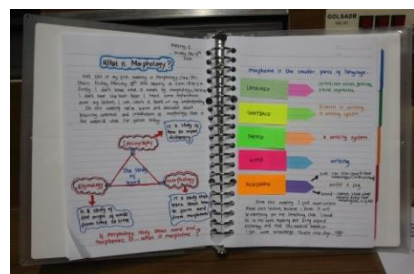
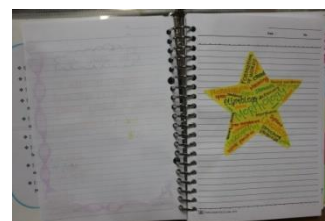


Lecturer can join the discussion, not to judge with what they have done with their leaning log, but give extra explanation about any questioned material, or even to give extra explanation about unclear topic. It can be done outside the class or even pleasant surrounding that is really comfortable for the students. Informal activity happens in this stage, so the students do not feel that they are being scored.

Figure 3. Lecturer and students have discussion about their learning log



Students log are unique, they help them by their own way. The importance of students becoming aware of their own thought processes and gaining insights into the strategies they use to resolve problems, or overcome difficulties. There is also critical need for students to become actively involved in the process of learning. This learning logs differs significantly from these earlier models by introducing a greater opportunity for the students to introduce colourful graphic and physical representations to illustrate their thinking and learning, rather than simply relying on the written word. The students feel free to write or draw anything in their log. Much of the development of learning logs built on practical classroom applications of mapping and visual tools. This has generated a motivation to engage in the process of reflective learning in students who have had more difficulty in expressing themselves



through the conventional written form. Besides that passive students in a class would be more comfortable to express their understanding, feeling, inquiring, questioning by using this log. They also search other sources about the materials to be added in their learning log. It helps the students to read more about the material and build their inquiry about the selected area.

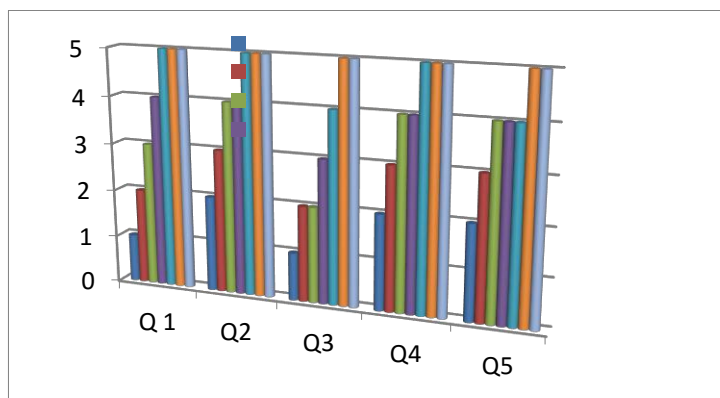
They also say that by making the learning log, it helps them to record the subject area in their mind easily.

Though they say that the material is difficult but they think it is easy to remember. Using colour pictures, symbols and diagrams really help students to remember about detail information easily. They also say that they can understand the material by drawing their own mapping in their learning log. Base on the questionnaire, the students say that they are like studying by learning log in the class. They say that learning log help them in reflecting their learning. Moreover, they say that they understand the material easily by learning log. It also improves their understanding about the material. They say it based on the way they answer the test about the material (mid-semester test). The last but not least they say that they have high motivation in learning the material after the lecturer uses learning log as reflective learning.



Figure 4. The students' Learning Log

Table 1. The Questionnaire Result



## CONCLUSION AND SUGGESTION

Reflecting on learning enables students to link their professional development to practical outcomes and widens the definition of what counts as useful activity. The students not only use their new knowledge and skills in the future activities, but also link them to the previous ones, especially in learning English as a second or foreign language by NNEs (Non-Native English Speakers). Reflective learning also helps them to link action and theories to practice; and to gain their higher order of thinking as alpha generation. It, therefore, implies a more systematic process of collecting, recording and analysing the students' thoughts and observations, and then going on to making changes. One of the media that help students to mushroom the reflective learning is by using learning log. It is a personalized learning resource for students. The students record their processes through their learning, while it also helps them to reflect on what they have been doing in the learning process. It also assists them to identify what strategies to support their learning. Besides that, it aids them to identify how they can challenge themselves to deepen their knowledge and understanding. Each log is unique record of the student's thinking and learning.

## ACKNOWLEDGEMENT

We thank all the students who participated in this study. We also express our gratitude to the Head of Department of for supporting this research.

## REFERENCE

- Dewey, John. 1938. *Experience & Education*. New York, NY: Kappa Delta Pi.
- Hirata, Yoko and Hirata, Yoshihiro. 2012. Learning Logs in Hybrid Language Learning: Students' Views and Preference. *Hybrid Learning*. Volume 7411 of the series Lecture Notes in Computer Science pp 132-143
- Journal of Humanistic Psychology* SPRING 1983 vol. 23 no. 2 99-117  
<http://jhp.sagepub.com/content/23/2/99.abstract> (retrieved April 12, 2016)
- Kolb, D. A. 1984. *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.
- Kustriadi, Bambang. 2011. Using Learning Log Strategy to Improve the Writing Ability of the Second Year Students of MTs Wachid Hasyim Surabaya. Thesis, English Language Teaching, Graduate Program of State University of Malang.
- Schon, Donald. 1983. *The Reflective Practitioner: How professionals think in action*. London: Temple Smith
- Ya-Hui Chang, Lilian and Patrick Geary, Michael. 2015. Promoting the Autonomy of Taiwanese EFL Learners in Higher Education by Using Self-Assessment Learning Logs. *Studies in English Language Teaching*. Vol. 3, No. 4, 2015.  
[www.scholink.org/ojs/index.php/selt](http://www.scholink.org/ojs/index.php/selt)  
[https://ctl.curtin.edu.au/teaching\\_learning\\_practice/student\\_centred/reflective.cfm](https://ctl.curtin.edu.au/teaching_learning_practice/student_centred/reflective.cfm) (retrieved April 12, 2016)

# INTEGRATING LOCAL WISDOM IN ENGLISH TEACHING PROCESS

**Nur Cahyani**

[Nurcahyani.kalil@yahoo.com](mailto:Nurcahyani.kalil@yahoo.com)

*Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah  
Tanjung Redeb Berau Kalimantan Timur*

**Novita Dyah Forentina**

[forentinadyah@gmail.com](mailto:forentinadyah@gmail.com)

*Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah  
Tanjung Redeb Berau Kalimantan Timur*

## ABSTRACT

*The integration of local wisdom in English teaching process at SMAN Berau is a description of the teachers and the students understanding of 2013 curriculum by integrated the socio-eco-cultural approach the moral education of local wisdom to the subject matters. The main purpose to analyzed are the integration of local wisdom in English teaching process, the teacher's obstacles in integrating it, and the students' responses. It is a descriptive qualitative research. The analysis shows the integration of local wisdom in English teaching process at SMAN in Berau using portfolios' because the students lack of English soft skill and information of the references. The learning methods / media source of teaching helps to build the feeling of enthusiastic, they will understand about the local wisdom means and the kinds of it showed the result of the interview and questioners given.*

**Keywords:** *Local Wisdom, English Teaching Process*

## INTRODUCTION

The recent curriculum of the secondary school in Indonesia is the school Level-based curriculum or in Indonesia it is popularly known as Kurikulum Tingkat Satuan Pendidikan (KTSP). Mulyasa (2008:21) states that KTSP is one of curriculum reforms in each unit/level of education that has an autonomy to develop its own curriculum in accordance with its own potencies, social needs environment, strength, weakness, opportunity, and threats in the efforts of developing the quality, efficiency, and propagation of education.

At the time, the current implementation curriculum for some schools in Indonesia is the "2013 curriculum". The Ministry of Education and Culture of Republic Indonesia mentioned that 2013 curriculum (Kurikulum 2013) developed the uses socio-eco-cultural approach which integrates the moral education of local wisdom to the subject matters. Kemendikbud (2012:10) said that 2013 curriculum is a means of integrating values systems, knowledge, and skills, has orientation on developing the learner's competencies, the changing of teaching-learning methodology towards teaching-learning process which gives priorities on the learning experiences through observing, inquiring, associating, and communicating so as to enhance the values of competitiveness and build prime characters.

According to Soetopo & Sumanto (1993:49-50) and supported by Subandijah (1993:49-50), one of the developing curriculum principles are the education which is relevance with the students environment, the next future, occupation, and science. In the global era, the students' habit have influenced by the foreign culture. For example, most of young generations in Indonesia are more familiar with western folk than Indonesian folklore. Especially, for the students of SMAN in Berau Regency, most of them didnot know about Berau folklore, whereas a part of them is Beraunese. Although, they are multicultural, they should know about the local wisdom of their live place.

With that understanding background, the integration of local wisdom in English teaching to grow up the students nationalism, especially for their hometown, Berau, is definitely have to do. But, the transitional curriculum from KTSP into 2013 curriculum definite faced so many

problems and obstacles, especially in how the way to integrate the local wisdom in teaching English as a foreign language successfully and effectively of the teaching process.

## **METHOD**

This descriptive qualitative study is analyzing how the integration of local wisdom in English teaching process. One of the role schools of curriculum 2013 in Berau Regency is SMAN 2 Berau. the students of SMAN 2 Berau at 2015-2016 academic years. The classes of tenth grade are 7 (seven) classes, they are X MIA 1, X MIA 2, X MIA 3, X IIS 1, X IIS 2, X IIS 3 and X IBBU with total students are 245. In this research, the sample in 2 (two) classes, they are X MIA 3 with 35 students and X IIS 1 with 35 students under some consideration; every major in tenth grade of SMAN 2 Berau have different aim and the way of teaching. Hence, it considered that in IIS and MIA also has different material of local wisdom that teaches in the class.

This study had some limitations. The first limitation was related to sample size. The sample size should be larger covers all of the school in Berau. The students sampel is also not native from Berau. They are Javanese, Sulawesinese, Sumatranese, Bima, etc. Therefore, the participants' sample was not a probability the perfect sample. The next one is the time limitation. A long period study may be needed. The students' perspectives about effective teacher, material and method or model of teaching cannot collect at one time in one semester. Students' perceptions were collected through a short self-report survey that should be more specify. The number of survey questions might not been sufficient for students to express their views of effective methods, material and the teachers. Students may have been reluctant to report behaviors because they would still have other idea to support this research.

So, it can be a compare the material to analyze the integration of local wisdom in English teacher and find out the teacher's obstacles in integrating it. The material of the primary data are worksheet paper in portofolios form and observation in class. The used of library research; books, articles, newspaper, journals, the literature of the previous research, magazine, the other documentations, transcript, record notes, and photos that related with the problem of research also use to support the data.

## **FINDINGS AND DISCUSSION**

In the beginning of the transitional curriculum in Indonesia from KTSP into 2013 curriculum made most of the teachers in Indonesia confused and not comfort in facing that situation. Especially for the English teacher of SMAN 2 Berau as one of role schools of the implementation 2013 curriculum in Berau Regency, East Kalimantan.

Before the integration of the local wisdom, the first thing should have to do is looking for the suitable material for the students condition in SMAN 2 Berau. The students of Berau still lack of information about their nature and culture potencies of local wisdom. This is because the lack of writing literature about it and the students don't have so much curiosity to explore more about Berau. Whereas, Berau Regency will be the best tourism destination in the future for the Foreigner.

To explain about the nature and culture potencies of local wisdom, the students got the describing text portofolio, narrative text portofolio and also recount text portofolio. For the describing text, the teacher took the listening skill. For the narrative text, the teacher gave the students Berau folklore for their reading skill and the recount text portofolio to write the students experience in visiting the tourism place or iconic place of Berau. The portofolios are also good to increase the students assement in the school.

In the first time giving the understanding about the local wisdom to the student, they are just know that the material on their books are also learn about local wisdom. But, they learned about Javanese and the overseas culture, such as Borobudur temple, Batik, and the Liberty statue. So, the students are not really understand about their local culture, folklore, history, even their nature potencies in their hometown.

For the first meeting, the teacher integrated the local wisdom of Berau or East Kalimantan through listening section of descriptive text under the topic "Maratua Island". The students have given chance to read, listen, and memorize the descriptive monolog about Maratua Island carefully, they still find the difficulty. Whereas, that is their first time doing the listening

section, so they still lack of exercising in the listening section and have unfamiliar vocabulary in the passage about Maratua Island, especially for the vocabulary in the blank part vocabulary in the student's portofolio. The characters building that the writer expect in this material, the student can improve their understanding about their environment and care about it. Ex: *"Maratua Island is an outer island of Indonesia which located in Laut Sulawesi that (1)\_\_\_\_\_ Malaysia and Philipine. Maratua Island is a part of Berau Regency, East Boneo."*

The second meeting, the teacher chose the descriptive monolog about Batiwakkal Museum to integrate the local wisdom of Berau or East Kalimantan through the historical building. The writer expect that the students are more love with history of their region and improve the student's nasionalism. They should complete the missing word by listen to the the teacher dictation. The material is native from berau. Here is such the example: *Batiwakkal is the historical (1)\_\_\_\_\_ which located in Gunung Tabur Subdistrict, Berau Regency, East Borneo.*

In the third meeting, the teacher integrated the local wisdom in the narrative text through reading section under the tittle "Lamin Talungsur" by using student's portofolio. Lamin Talungsur is the legend that faith by Beraunese society in the past time. By integrate this material, the writer hope that the students would like to understand about Beraunese culture through story/legend. The writer also hope that the student can love reading a lot and make it as a culture or habit for them, also the student can pick the moral value from the story for their daily life. The text is such: *Lamin was a custom house of Dayaknese. It was long, big, and high. In that house, lived many people, each family and each simple room. The room limited one of family with another family. In that Lamin lived a widow that leaved by her husband passed away since her children still small, she was Minai.*

In the fourth meeting, the teacher gave the narrative text under the title "The Legend of Tebo Lake". The writers still use the student's portofolio to integrate the culture potency of local wisdom of Berau, East Kalimantan. Because, this story is new and there are so many local language such as Berau language and Dayak language in it. We can see it like: *Once upon a time, there's a flat land in Merabu about 5-10 football field wide and the clean stones in it. That place was always use as a meeting place for every people in that village, also for the elder people. Time by time, that place was also use as a ritual place such as Belian, Tuak and Bagenjong.*

The students were very interesting because they can get new regional vocabulary and increase their understanding of Berau culturee. Through the integration of local wisdom by using The Legend of Tebo Lake, the writer hope that the student can love reading a lot to improve the student's general knowledge, especially about the culture potency of Berau/East Kalimantan.

In the fifth meeting, the teacher asked the students to write the students' experience in the local tourism place or iconic place of Berau. The students were very enthusiastic, although their accuracy in composing the recount text still lack, but they paid in their understanding of local tourism place of Berau. It means that the students' understanding about local wisdom was good, but they were not good enough in their writing skill. The writer also expect, after the students learn about this they know about the nature and culture potency in their region and also they will more care about environment and love their region because of the wealthiest of it.

The writer asked the students to compose a text about their experience in the tourism place of Berau by using student's portofolio. In the previous meeting, the writer asked the students to choose which the tourism places would like to write. Because there are new comer of the students in X MIA 3, so the writer gave them another alternative to go to the iconic place of Berau that easy to visit outside their school time to integrate the nature and culture potency in English teaching process. For example of the student's portofolio below: *Go to the one of tourism place, historical building or iconic place of Berau and write down your experience there by using recount text!*

Although most of the students in X MIA 3 are not pure as Beraunese, but the students selection place are good enough, such as;

- a. Cendana Park and Ria Park, the iconics place of Berau to fall in with family and friends and spending time.

- b. Batiwakkal Museum, one of the sultanate of Berau that famous with the hostory about the Netherlands colonize and also the kingdom estate that saved in the museum. The most of the intetesting thing in Batiwakkal Museum are the princesses that still alive and asone of a history witnesses of Berau.
- c. Labuan Cermin Lake, it located in Biduk-Biduk Subdistrict and as known as “Danau Dua Rasa”, it means that the lake has two taste of water, tasteless in the surface and salty in the underwater. It also has beautiful landscape and clear water.
- d. Sentosa Waterpark in Sambaliung, as known as Ancol that located in Berau. Sentosa Waterpark is the one of place to swim and there are so many playing vehicle.
- e. Mayang Mangurai, one of the tourism place in Berau that famous as a place to camp for boy scouts and as the breeding place for crocodiles.
- f. Sambaliung Palace, one of the sultanates in Berau Regency that located in Sambaliung and it also known as Sambaliung Museum.
- g. Derawan Island, one of the famous island in Indonesia that located in Derawan Subdistrict, Berau Regency, especially about the beautiful beach, their living resources, the ethnic lived there and the historical place in there.

In the end of the meeting of research, the writer gave the students the questionnaire sheet as a tool to measure the students understanding about local wisdom which has been given in the meetings.

The writer gave ten questions to know the students understanding about local wisdom and to know how much the presentation of the students answer in the questionnaire. In the counting presentation, the writers conquer the students in two classes (X IIS 1 and X MIA 3) that number in 70 students.

Here are the tables of how many student answers “Yes” an “No” in every question in the questionnaire”.

**Yes/No Answer Table**

	Question number-									
	1	2	3	4	5	6	7	8	9	10
Yes	56	66	69	56	65	61	24	59	37	67
No	14	4	1	14	5	9	46	11	33	3

Based on the table above, the writer would like to find the percentage of the students answer in the questionnaire by using the formula below:

$$X = \frac{n}{70} \times 100 \%$$

Remarks:

n : The count of “Yes” or “No” student’s answer

70 : All of the students of X IIS 1 and X MIA 3, @35 students.

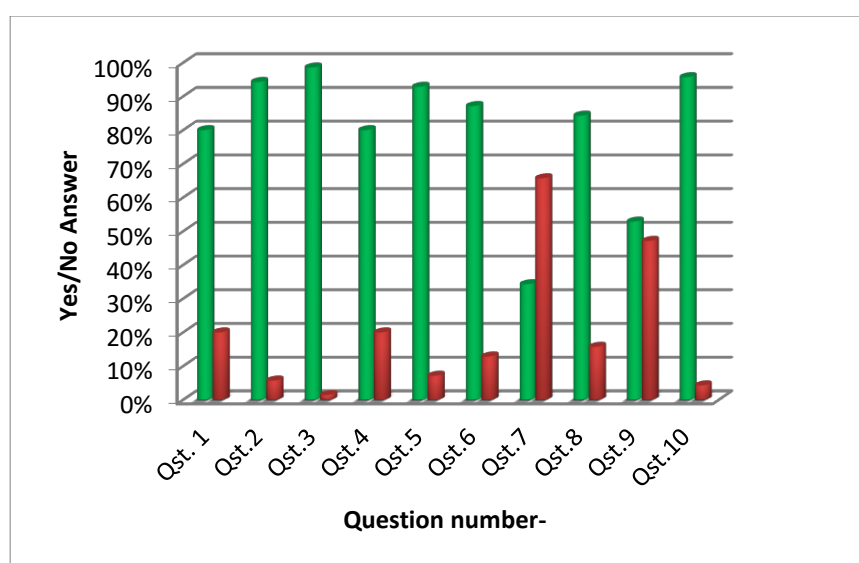
**Table  
Student’s Answer Percentage**

Question Number-	Yes (%)	No (%)
1	80	20
2	94	5,71
3	98,57	1,42
4	80	20
5	92,85	7,14
6	87,14	12,85

7	34,28	65,71
8	84,28	15,71
9	52,85	47,14
10	95,71	4,28

To show the students percentage in “yes/no” answer in the questionnaire, the writer used the column chart below:

**Diagram**  
**The Percentage of Yes/No Student's Answer**  
**In the Questionnaire**



Question number 1, “are you ever know about the local wisdom of Berau/ East Kalimantan before?”, the student presentation in answering “yes” are 80% and the students presentation in answering “no” are 20% . The writer considered that the students answer”yes” because they can mention the name of the tourism place in Berau/East Kalimantan.

Question number 2, “After the writer gave the material about local wisdom of Berau/East Kalimantan, did you get the point?”, the student presentation in answering “yes” are 94% and the students presentation in answering “no” are 5,71% . The writer considered that the students answer “yes” because the writer teaches them clearly and use a new method.

Question number 3, “did you know one of the natural potency of Berau/East Kalimantan?”, the student presentation in answering “yes” are 98,57% and the students presentation in answering “no” are 1,42% . The writer considered that the students answer ”yes” because it will make the writer expectation about the moral value of local wisdom that is care about environment is achieved by the students easier.

Question number 4, “did you know one of the legend of Berau/East Kalimantan?”, the student presentation in answering “yes” are 80% and the students presentation in answering “no” are 20% . The writer considered that the students answer ”yes” because they ever learn it in the integration of local wisdom in English teaching process at their class by the writer.

Question number 5, “did you know the historical building of Berau/East Kalimantan?”, the student presentation in answering “yes” are 92,85% and the students presentation in answering “no” are 7,14% . The writer considered that the students answer”yes” because they can found it in their region that is Batiwakkal and Sambaliung Palace.

Question number 6, “are you interest in learning more about local wisdom?”, the student presentation in answering “yes” are 87,14% and the students presentation in answering “no” are

12,85% . The writer considered that the students answer "yes" because it is such as interesting thing to learn.

Question number 7, "do you find the difficultness in learning about local wisdom?", the student presentation in answering "yes" are 34,28% and the students presentation in answering "no" are 65,71% . The writer considered that the students answer "no" because it has been familiar with us.

Question number 8, "do you know the purpose of the study about local wisdom?", the student presentation in answering "yes" are 84,28% and the students presentation in answering "no" are 15,71% . The writer considered that the students answer "yes" because they it will make the student easy to understand about the material goal.

Question number 9, "do you find the difficultness of writing about local wisdom?", the student presentation in answering "yes" are 52,85% and the students presentation in answering "no" are 47,14% . The writer considered that the students answer "yes" because the writer found the difficultness in their writing skill, it seen in their student's portfolio on writing recount text.

Question number 10, "do you ever visit the tourism place of Berau/East Kalimantan?", the student presentation in answering "yes" are 95,71% and the students presentation in answering "no" are 4,28% . The writer considered that the students answer "yes" because this is proven by the students who can mention the name of the tourism place with the potency on it, such as Maratua Island, Derawan Island, and etc.

Based on the students' percentage in the questionnaire, the writers conclude that;

- 1) The students ever learn about local wisdom before and more understand after they follow the process of the integration of local wisdom in English teaching process with the writer.
- 2) The students know the kinds of local wisdom that integrate in the teaching material such as; the natural potency, historical building, and legend in Berau or East Kalimantan, the customs, the native customs, etc.
- 3) The students interested in learning more about local wisdom, because the local wisdom is not difficult to learn.
- 4) Although the students know about local wisdom of Berau or East Kalimantan, they feel difficult to compose the text about it. It is not because they didn't know about the kinds of tourism place of Berau or East Kalimantan, but they still lack of skill in writing text as the writer analyze based on the students portfolios result.

## CONCLUSION AND SUGGESTION

The integration of local wisdom in English teaching process at SMAN 2 Berau is using portofolio. The writer integrated the nature potency and culture potency of Berau, East Kalimantan to the English material according to the teaching target necessary, such as: learn about descriptive text, narrative text and also recount text. They are also exploring and elaborating the local wisdom for the profuctive skill and emphasizing local wisdoms and moral value for the students character.

Some suggestions will be good for better English teaching process, especially in integrating the local wisdom. For the students, they should know what is local wisdom and many kinds of local wisdom, especially about Berau or East Kalimantan even about the local language of Berau. So, they can promote it to the other country or the overseas; For the teachers, they should observe more about local wisdom because that is include in 2013 curriculum to be able to teach in school. the interesting learning media/method to use in integrating local wisdom on English teaching process. Also, they should looks for the reference of local wisdom more over; This research can be an evaluation material for the teacher in integrating local wisdom in English teaching process and give the understanding to students; For the government, the writer expect that the government should give clear definition or understanding what is local wisdom and the kinds of it and how the way to integrate it in the school before the implementation of 2013 curriculum, so that the teacher won't be difficult in integrating it. students in Berau should know Berau language and also the local wisdom of Berau although they were from different culture and country. The writer also suggest for the government of Berau to publish some books about the local wisdom and distribute to the public library or school's library. If necessary, the books will use as reference to teach at class for every subject. So, the students if Berau—

although they were from different culture— they will know about the local wisdom of Berau itself.

The student's understanding about nature and culture potency of Berau / East Kalimantan still lack of proper because most of the students aren't native from Berau and the teacher just give brief explanation about it in the class, that is why it is necessary to analyze the integration of local wisdom in English teaching process. It is a descriptive qualitative research; collect the data using observation, questionnaire, interview, and documentation. The Analysis shows the integration of local wisdom in English teaching process at SMAN in Berau using portfolios because the students lack of English soft-skill and information of the references. The learning methods / media source of teaching helps to build the feeling of enthusiastic, they will understand about the local wisdom means and the kinds of it showed by the result of the interview and questioners given. The steps to integrate the local wisdom in English teaching process are: (1) looking for the suitable material that can integrate with the local wisdom, (2) discussing the material, (3) exploring and elaborating local wisdom especially for productive skills, (4) discussing contents related to local wisdom, especially for nature and culture potency, (5) emphasizing local wisdoms and moral value for the character. .

### ACKNOWLEDGEMENT

We thank all the students who participated in this study in SMAN 2 Berau. We also express our gratitude to the Head of Sekolah Tinggi Ilmu Tarbiyah for supporting this research.

### REFERENCES

- Coal, Berau. (2011). *Kemilau Emas Hijau Berau*. Jakarta: National Geographic Indonesia.
- Djoko Srijono, dkk. (2013). (*Unpublish Module*) *English Language Teaching And Learning: Theory And Practice*. Workshop Bimbingan Pendampingan Kurikulum 2013.
- Hapsari, A. (2013). *Making Sense the Character Building in the Curriculum Framework: Conceptualizing culture as a local wisdom and culture as the product of interaction* (Proceedings 60th TEFLIN International Conference: Achieving International Standards in Teacher Education). Jakarta: Universitas Indonesia.
- Ithur, Saprudin. (2015). *Cerita Rakyat Kalimantan Timur: Legenda Danau Tebo*. Yogyakarta: Pustaka Pelajar.
- Ithur, Saprudin (2015). Legenda Lamin Talungsur (<http://saprudin01.blogspot.com/2015/08/legenda-lamin-talungsur.html?m=1>, accessed December 20, 2015 on 4. 22 am)
- Kartawinata, Ade M. (2011). *Local Wisdom in The Middle of Modernization*. Jakarta: Ministry of Culture and Tourism of the Republic of Indonesia.
- Kemendikbud. (2012). *Bahan Uji Publik Kurikulum 2013*. Jakarta: Kemendikbud.
- Koentjaraningrat. (1990). *Pengantar Ilmu Antropologi*. Jakarta: PT. Rineka Cipta
- Meliono, Irmayanti. (2011). *Understanding the Nusantara Thought and Local Wisdom as an Aspect of the Indonesian Education*. International Journal for Historical Studies ([www.tawarikh-journal.com/Files/File/7.Irma.pdf](http://www.tawarikh-journal.com/Files/File/7.Irma.pdf), accessed November 22, 2014 on 5.54 am).
- Mulyasa, E. (2007). *Kurikulum Tingkat Satuan Pendidikan*. Bandung: Remaja Rosdakarya.
- Rahmatullah, Muhammad. (2013). *The Use Of Local Wisdom As Learning Resources In Social Studies: Understanding The Green Economy Concept Through Education*. ([www.academia.edu](http://www.academia.edu), accessed November 11, 2014 on 6.30 am).
- Rozikin, Muhammad. (2013). *Menggagas Pendidikan Transformatif Berbasis Kearifan Lokal (Sebuah Ekspektasi Pada Kurikulum 2013)* . Prosiding Seminar Nasional “Peranan Kepala Sekolah, Guru, dan Guru Pembimbing dalam Implementasi Kurikulum 2013 untuk Peningkatan Mutu Pendidikan”.
- Sartini. (2009). *Menggali Kearifan Lokal Nusantara Sebuah Kajian Filsafati (online)* (<http://dgi-indonesia.com/wp-content/uploads/2009/02/menggalikearifanlokalnusantara1.pdf>, accessed November 22, 2014 on 6.32 am).
- Sukarno. 2012. *Integrating Local Cultures in Teaching English as a Foreign Language For Character Building* (<http://journal.uny.ac.id>, accessed January 3, 2015 on 3.30 pm).

- Wahyu. (2007). *The Meaning of Local Wisdom in the Management of Natural Resources and the Environment in South Kalimantan*. Natural Resources Management and Community Empowerment in Local Wisdom and Cultural Perspectives. Banjarmasin: Unlam Press.
- Yakobi. (2014). *Climate Change and REDD+ Workshop on the Cultural Dayak Gaai Festival* (<http://yakobi.org/wp-content/uploads/2014/07/Community-Leaders-Workshop-Report-English.pdf>, accessed Juny 9, 2015 on 7.45 pm)

# DESIGNING ENGLISH CONTENT BASED MATERIAL FOR TEACHING NURSING

**Rohayati**

[roha\\_07@hotmail.com](mailto:roha_07@hotmail.com)

*Undergraduate Student of Surabaya State University*

## ABSTRACT

*English is very significant key in a communication for nurses in workplace to deal with patients, doctors, partners, reports, etc., thus the objective of this study is to design English materials for teaching nursing students in order to prepare them to have good language proficiency as stated in SKKNI (Standard Kompetensi Kerja Nasional Indonesia) 2010. This study employed ADDIE Model (Analysis, Design, Develop, Implement, and Evaluation) in analyzing the data gathered. Data will be analyzed by following the steps of designing the materials. The products of this research is an English Nursing Textbook for higher level, which concerns in providing nursing students in giving intervention to patients, such as mobilization, making bed, applying infusion, etc. the other product is an android phone-based application. The research, which is conducting will be ended to the conclusion that English for Professional Nurse in higher level should be supported with good academic and clinical performance, which is collaborated with the culture learning so the nurses can give proper treatments to fulfill patient needs.*

**Key words:** *designing materials, English for nursing*

## INTRODUCTION

The thriving of hundreds nursing universities in east java is because of the easy license given by government years ago. Knowing a fact that the universities lack on creating qualified output and more spectacular is thousands students, who are graduated every year are still jobless, as the result government revises the policy in giving the license. The jobless students' data evidence is stated below:

Graduated nursing students are 22.000 a year. Graduated nurses who work in Indonesia is about 13.000 and the rest 9000 graduated students are still jobless and still cannot accomplish overseas requirement, said Nusron Wahid in International Seminar (Wahid, 2015).

Globalization and AEC (ASEAN Economic Community) demand qualified human resources who have capability in doing works based on the standard of the profession and can work in a team. It is prevailed to all fields of works, including nurses. It is getting complicated by knowing a fact that Indonesian nurses face some troubles in working with communication, operating medical instrument, conducting therapeutic communication to patients and the family, and making medical reports. In addition, medical market which is dominated by Singapore and Thailand threaten Indonesian, communication problem in using English, the failure in speaking interview for job application, TOEFL score as job requirement, untrusted nursing professionalism quality, unsupported regulation from government are problems that Indonesian nurses have.

The crucial problem underlay those facts, actually; nursing curriculum for English in Indonesia is still general, which is only focus to grammar and simple daily conversation. If there are available books in the markets, they provide Basic English material, such as introduction, showing the way, asking about time and doing simple admission.

Therefore, in enhancing the learners' competence, motivation, and participation, a language course is designed to best meet the learners' interests and needs, which can contribute their learning process. A design of English for Specific Purposes (ESP) can prepare students for professional communication. Richards (2001) claims that the ESP approach to language

teaching is a response to a number of practical concerns: for instance, the need to prepare materials to teach students who have already mastered general English but now need English for use in employment, in this situation, non-English background nurses. The nurses will study English in order to carry out a particular role, to communicate effectively. A curriculum designed for nursing and their special needs will help them to build their confidence in talking with foreign clients. Including the cultural factors into the course will be useful for the nurses when starting a pragmatic meaningful conversation with the patient, such as asking questions and talking to them about their background and interests for building therapeutic communication.

Realizing the urgent needs of potential nurses, a curriculum of English for Specific Purposes should be designed and developed for nursing students who will work at hospitals, who will not only deal with people but also with sophisticated tools or healthcare instrument. The role of an ESP curriculum is to bring the learners to what they desperately need in real work environment as Yule (2011) points out that pragmatism focuses on real life experiences as the main source of knowledge and education. Curriculum planning can be seen as a systematic attempt by educationalists and teachers which includes a focus on what educational purposes should be attained, in class, laboratory, and clinical practice. While some Indonesian nurses may already have general English ability, focusing on English for their specific situations but the ability still cannot accomplish their duties in the hospital and their speaking skills below the average.

Put in brief, nurses for foreign country should not be only a policy to solve the ‘surplus’ problem of nurses job, but it should be the sustainable need and policy in improving the nurses value, nurses standard quality, nurses technical experience, nurses welfare, and country foreign reserved. Therefore, a study to overcome those problems should be prepared well and can be applied in the classroom, and clinical practice and last, prepare the students to be ready to work competently with good meaningful communication that appropriate with the culture of the country they work. Finally, this study will focus in producing a content-based textbook, which meets nursing students’ needs in class for academic performance and clinical-skills performance. Moreover, to support the learning process, textbook will be accompanied by an android-based phone application.

The levels division in SKKNI, according to Committee (2010, p. 13), based on the objectives of learning English, divided into Vocational Level (building therapeutic communication and do intervention to patient) and General Level (basic communication and nursing assessment in some nursing plan). Based on government objectives and SKKNI curriculum, it can be seen that the needs of English for nursing is very essential, thus designing proper material is necessary to actualize the objectives. Brown (1995) and Cameron (1998, p. 204) uphold to resolve this issue by adopting the approach to need definition of Stufflebeam, McCormick, Brinkerhoff, and Nelson (1985, 6-7). The main need analysis based on their approach for Thailand nursing students to increase their speaking is by focusing to language and all supported statements. The statements are classified in terms of (1) Speech Production Accuracy, (2) Academic Performance, (3) Clinical Performance, (4) Cultural Variation, and (5) Inferencing Skills and will be used as the characteristics in making the materials.

Even though, (Gall, Gall, & Borg, 2003, pp. 571-573) [ENREF 26](#) elaborated the design of Dick & Carey and Cunningham L. and clarified that those design models are generally used by people in designing material but taking ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) for this research is by some strong considerations. Branch (2009, p. 3) assures that, “ADDIE is merely a process that serves as a guiding framework for complex situations, it is appropriate for developing educational products and other learning resources”. Moreover, he (*ibid*) emphasizes that, “ADDIE is used within educational environments to facilitate the construction of knowledge and skills during episodes of guided learning”. Equal idea is also owned by Hutchinson and Waters (1992, p. 66 ) who emphasize designer in designing material by using language approach and skills approach. Suggested by Holmes (1983) in Hutchinson and Waters (1992, p. 91) is considered appropriate analysis to accommodate the need of nursing students’ language and skills needs.

Instructional Systems Design in the same meaning as designing material, as the name implies, is a systems approach. Branch (2009, p. 10) states that, “It is characterized as learner

centered, goal oriented, focusing on meaningful performance, assuming that outcomes can be measured, procedures are based on empirical evidence, interactive, self-correcting, and typically a team effort". ADDIE defines a process applied to instructional design in order to generate episodes of intentional learning and illustrates the conceptual components of instructional design. The ADDIE concept is being applied here for constructing performance-based learning. Performance based learning consist of actual performance and desire performance<sup>1</sup> and the performance objectives are specific statements of a learning outcome, or what a learner should be able to do.

The syllabus will be created consist of seven primary materials, which contains of the ability in mastering nursing skills. Those nursing skills are (1) Patient Mobilization (from wheelchair to bed). (2) Vital Signs Measurements (3) Bed Making (4) Bathing Patient (5) Bowel Movement and Pass (6) Urine (7) Genital Hygiene (8) Offering and Feeding Food. Those materials will be as a result of modification between SKKNI and university nursing materials. SKKNI here is as a premise outlook in designing the materials, later that it will be combined with the authority of private university in designing own materials, which is modified with the needs of students in learning English based on the healthcare material they have.

Even some scholars, such as Richard and Cunningsworth propose the criteria of good textbook but this research prefer to use Wahab (2013, p. 61) ideas because he clarifies the checklist more detail include the criteria in evaluating the textbook. His paper developed a 140 item evaluative checklist, which is proofed as a detail checklist items. He has already measured the validity and reliability of the instrument so that it would be proper to be used to measure a textbook as a product of R&D. While to measure this research instrument's validity and reliability, such a set of criteria to simplify the measurement is adapted from Wahab instrument, since the needs for learners in his research and this study are different.

The items of the evaluative checklist are grouped under four domains and each domain consists of sub-categories:

- 1) Physical and utilitarian attributes (25 items);
- 2) Efficient outlay of objectives and supplementary materials (33 items);
- 3) learning-teaching content (28 items), and
- 4) Language Skills (54 items).

The integration of language and content of materials in textbook has been a growing phenomenon in the language field since the early 1980s. According to Met (1999) states that, "CBLT<sup>2</sup> as being either "content-driven" or "language-driven". It means that CBLT focuses the content as well as the language in the same time when the materials are delivered. Gómez-Rodríguez (2010) postulates textbook containing few real communicative activities puts students' English at risk. Indeed, for language teaching and learning, it is necessary to provide suitable and proper textbook that present communicative and interactive language content to the learners to enhance their English proficiency (Wen-Cheng, Chien-Hung, & Chung-Chieh, 2011, p. 93).

Therefore, considering those ideas above, this study focuses on content-based textbook in designing the materials. Some reasons underlay the chosen textbook type because nursing students learn English related to the real world of their work, and they learn English for healthcare, in which the English materials should be appropriate with their healthcare materials in the class and clinic, and started from all of these the content will be created.

The blending usage of IT and classroom learning led to the development of more sophisticated curricula, ones that require more extensive design and coordination. In other words, both the circumstances are underlying the design of learning and the actual materials designed have extensively changed since ISD<sup>3</sup> was proposed. Carliner (2008, p. 318) accentuates that the sequence of ADDIE phases should be condensed, and the specific issues addressed at each phase should be broaden. For example, when ADDIE was first developed, the media selected in the design phase primarily referred to the selection of already published

---

<sup>1</sup> Actual performance (the current performance of the employee) and the desired performance (the required or requested performance of the employee).

<sup>2</sup> Content Based Learning and Teaching

<sup>3</sup> Instructional System Design

learning resources. These days, it refers to the medium for presenting a message, such as text, audio, visual, or a combination. Another belief floored that IT tends to be top-down, designer determined, administratively driven, commercially fashioned. In participatory learning, outcomes are typically customizable by the participants (Davidson & Goldberg, 2009, p. 13). IT used in this research is an android phone-based application, which is still following the way and base of designing textbook materials. The materials displayed in the application is as same as the materials in the textbook because the function is too support nursing learning process also it as a venue for learners to simplify the way they learn before they practice some intervention in laboratory or clinics.

## **METHOD**

This research applies an Educational Research and Development (R & D) design. According to Gall et al. (2003, p. 569), “Educational R & D is an industry-based development model in which the findings of research are used to design new products and procedures”. Emphasizing the idea above, Akker, Bannan, Kelly, Nieveen, and Plomp (2013, p. 53) states that ‘design’ is a critical activity within curriculum development<sup>4</sup>, where preliminary, analytical studies often proceed design and formative evaluation iterations, afterwards followed by implementation studies.

Gay, Mills, and Airasian (2012) reminds the purpose of R&D efforts in education is not to formulate or test theory but to develop qualified products designed to meet specific educational needs such as teacher-training materials, learning materials, sets of behavioral objectives, media materials, and management systems. Nevertheless, Richey and Klein (2014, p. 1100) urge by saying “The focus is no longer only on production, or even on both planning and production. It also includes comprehensive evaluation”.

Therefore, this present study is aimed to design a nursing English textbook by following the development type of ADDIE Model (Analysis, Design, Development, Implementation, Evaluation) that explained in Branch (2009). Generating products using an ADDIE process remains one of today’s most effective tools. Because ADDIE is merely a process that serves as a guiding framework for complex situations, it is appropriate for designing educational products and other learning resources. The systems approach designed in ADDIE model consist of several steps as shown in the following figure.

---

<sup>4</sup> they use the somewhat broader term ‘development research’ to underline the multi-stage character of curriculum development trajectories (Akker et al., 2013)

Figure 1 Concept and Procedure of ADDIE Model

<b>Concept</b>	<b>Analyze</b>	<b>Design</b>	<b>Develop</b>	<b>Implement</b>	<b>Evaluate</b>
	Identify the probable causes for a performance gap	Verify the desired performances and appropriate testing methods	Generate and validate the learning resources	Prepare the learning environment and engage the students	Assess the quality of the instructional products and processes, both before and after implementation
<b>Common Procedures</b>	1. Validate the performance gap 2. Determine instructional goals 3. Confirm the intended audience 4. Identify required resources 5. Determine potential delivery systems (including cost estimate) 6. Compose a project management plan	7. Conduct a task inventory 8. Compose performance objectives 9. Generate testing strategies 10. Calculate return on investment	11. Generate content 12. Select or develop supporting media 13. Develop guidance for the student 14. Develop guidance for the teacher 15. Conduct formative revisions 16. Conduct a Pilot Test	17. Prepare the teacher 18. Prepare the student	19. Determine evaluation criteria 20. Select evaluation tools 21. Conduct evaluations
	<b>Analysis Summary</b>	<b>Design Brief</b>	<b>Learning Resources</b>	<b>Implementation Strategy</b>	<b>Evaluation Plan</b>

However, in ADDIE model procedures requires substantial amount of financial and personnel support which is commonly completed by an industry-based development model. Considering Gall et al. (2003) [ENREF\\_27](#) opinion, even they have different model of R&D, suggest that R&D project for a thesis or dissertation might undertake a small-scale project that involves a limited amount of original instructional design, then limit the development procedure of R&D is a precise and wise way. Hence, this research will border the procedures in several concepts by reducing some procedures within the concept.

This research is intended in developing English material for nursing students. Profoundly, the subject of the research will be conducted to nursing students in Surabaya on semester 2 for D3 or vocational nursing students.

The data collected in this research is very significant to determine the validity and applicability in designing material. Therefore, the instruments used in collecting the data should be appropriate for these purposes. Some research instruments will be employed in gaining the information about the subject of the study and other significant elements to design the product. This research will employ four instruments as follow: (1) Pretest (2) Content analysis sheet (3) Interview guide (4) Observation Sheet (5) Questionnaire (6) Validation checklists for content of textbook, textbook lay out and application.

## FINDING AND INTERPRETATION

This on-going research will be completely gained the result on June-July and this research is still in the process. Therefore, the whole and comprehensive result cannot be presented well in this article, but the assumption of the result tentatively achieved through the preliminary research.

This recent research passed the first piloting phase for the textbook draft and prototype of application. The validation was conducted by the expert: (1) Nursing content by the head of nursing faculty. (2) English content by English lecturer. (3) IT expert takes responsibility for android application.

Therefore, a set of product criteria should be created to represent the product quality. It has an important role to recognize whether the products of the R&D process accomplish the criteria or failed in full filling the criteria. The criteria items of evaluation consist of 1) Physical and Utilitarian Attributes. 2) Efficient Outlay of Objectives and Supplementary Materials. 3) Learning and Teaching Content. 4) Language Skills. Those criteria have sub categories to describe the detail evaluation and to gain precise assessment.

Table 1 The Set Criteria of Product

<b>Good</b>	<b>Satisfactory</b>	<b>Poor</b>
<b>70% - 100 %</b>	40% - 69%	0 – 39%

The validation checklist will be tallied through some criteria. Those criteria are Good in 70-100 %, 40-69% for Satisfactory and Poor in 0-39%. Those criteria are gained by counting the percentage of the sub-categories of the criteria items in the validation checklist. Counting used functioned as a parameter for recognizing the phenomena in the process of formative and summative in designing process.

In piloting the products, the validation checklist was legitimated in four components, they are the content, which deal with nursing and healthcare materials, and then an English lecturer to comment the English part of the materials including the language skills, expert in textbook designer and the last is an IT expert to view the phone application.

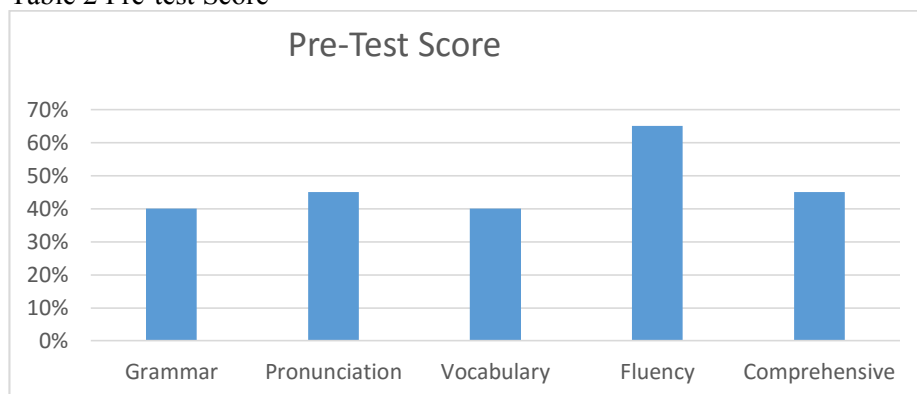
It is started by conducting University syllabus analysis by aim to equal the objectives to learners need, to identify the character and type of the syllabus, to recognize the procedure in making the syllabus, to check the assessment, to look up the media, and to analyze the materials. The data gathered then verified with SKKNI objectives, university healthcare materials, and learners needs. The result of content analysis sheet from all those items shows that the university English syllabus still does not accomplish SKKNI objectives and the need of learners wholly. The syllabus content analysis represents some results: (1) The syllabus consist of 14 topics for one semester, semester 2, which are divided into 7 topics before mid-test and 7 topics before final-test. (2) There are still 50% of general English healthcare and 50% accomplish SKKNI objectives, because they are still semester 2, which do not get the all materials based on SKKNI topics. General English healthcare topics consist of hospital admission, nursing profession, nurses daily activities, making a doctor patient appointment, consultation and family planning. Those topics are delivered in meeting 1<sup>st</sup> – 7<sup>th</sup> then followed by mid-term test. The rest topics are same as SKKNI proposed. They are vital signs, body care, and bed making. They are taught and practiced in meeting 8<sup>th</sup> – 14<sup>th</sup>. (3) Some of the topics which should be delivered in one meeting allocated in two-three meetings because university consider that learners need more times to master the topics. These both topics are delivered in 3 meetings, they are vital signs, and body care and they are given in meeting 8<sup>th</sup> -14<sup>th</sup> then followed by final-test. (3) There was no need analysis process conducted before making the syllabus because the university thought that he already provided the best and suitable materials for the learners based on experience and healthcare topics for academic and skills. (4) University policy do not conduct all competencies stated in SKKNI to the learners because the learners are still in semester 2 in which they are still beginner. Vital signs, body care, and bed making are chosen to be the clinical skills for the learners because those topics are considered as basic skills for nursing. The rest topics detailed in SKKNI will be delivered in the next semesters. (5) Custom teaching method applied in the class is lecturing. For some clinical skills-based topics are sometimes given in the class because they should share laboratories with senior learners as the one who need the laboratory more. Language skills for speaking and listening seemed having a little portion. (6) Media used in teaching and learning process is LCD, computer, phantom, and healthcare instrument.

Questionnaire for need analysis was distributed to learners, to identify their needs in learning English, especially nursing ESP. The questionnaire result shows that the learners actually need English topics, which focus on speaking and practice. Speaking is important for learners because they need speaking to communicate to doctors, patients, and family of patients. The next needs they expected are topics, which concern to clinical skills performance and learners hope to practice the topics in laboratory and clinic to prepare them to be knowledgeable and practicable with the clinical topics

Supporting the questionnaire were given above, interview was conducted to gain more detail information from English lectures, the head of nursing faculty and the head of university hospital to identify more the needs in teaching and learning process. The interview results from all of them indicate a same perception that students must master speaking to support the professionalism of their work beside the ability in mastering healthcare materials. Therefore, they had retained the goals of learning English for the learners. They realized that benefits and consequences of the learners for users.

Gaining more detail data, a pre-test was conducted to recognize the learners' performance gap. Performance gap means differences between actual performance and desire performance. Actual performance is a performance in which learners have in pre-test. While, desire performance is performance that the learners should acquire after interacting with the process in teaching and learning process. The interview results show that (1) almost all of learners gain English from their previous level of education, senior high school. (2) The learners' language proficiency was in 50% satisfactory based on the set criteria. The pre-test assessment contents are grammar, pronunciation, vocabulary, fluency, and comprehension.

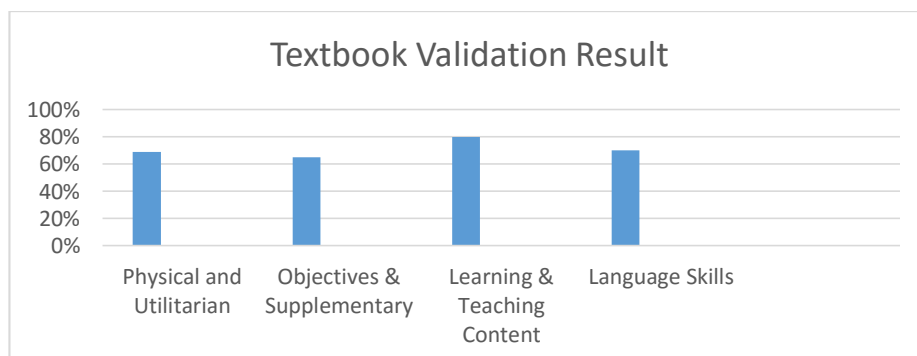
Table 2 Pre-test Score



The data above clarifies that the learners' language proficiency in percentage are still low. The lowest scores are vocabulary and grammar, both are in 40% . It happened because the learners are still low in acquiring healthcare vocabularies with minimum grammar ability.

Validation textbook checklist is needed to acquire the quality of the product, textbook. This checklist validation was conducted by some expert. They are the head of nursing faculty to verify the healthcare materials and a language expert is chosen to check the quality of the language use. Each item of validation consist of some categories to see deeper the quality of the product. Next display is the result of textbook validation.

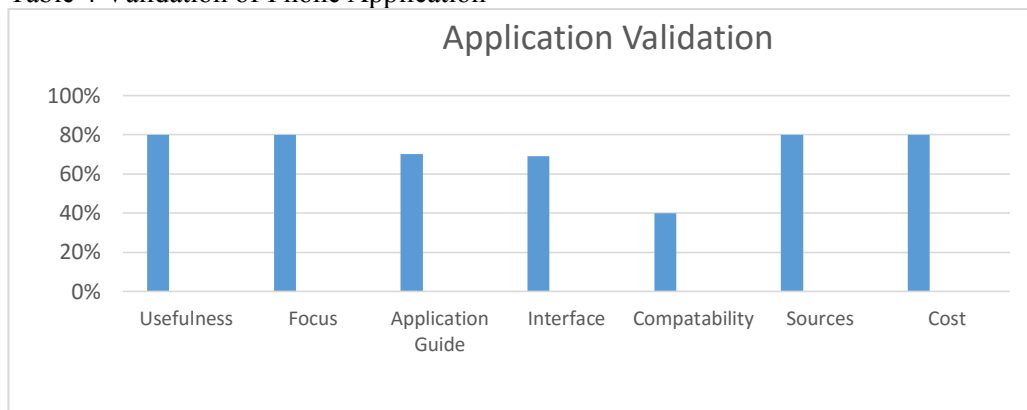
Table 3 Textbook Validation Result



Validation checklist textbook draft gained a result as Physical and Utilitarian in Satisfactory criteria with 69% result. Physical and utilitarian of product is some kind likes an interface of the textbook. It focuses on the general appearances, layout and design, and visual. All those categories are still needed to be developed. In general appearances, as the draft is still in row production. Efficient Outlay of Objectives and Supplementary Materials achieved Satisfactory result with 65%. The result of the product accomplish the objectives of the learning process, teaching aid and teaching method even it is in satisfactory criteria. It gained that percentage because needs of the students, underlines the importance of knowledge for students, the textbook raises students interest in learning English, teaching aids, teaching methods. Learning and Teaching Content is in Good criteria with 70% result. It indicates that the textbook content accomplish the need of learners and university objectives, whereas, Language Skills got minimum Good criteria percentage, 85%. Language skills score is the highest because the textbook accepted to be a media to lead the students to gain language skills systematically.

Validation checklist is needed to be shared to distinguish the quality of the product. The expert validated well in some assessment criteria. The table below will describe the result.

Table 4 Validation of Phone Application



The graph above clarifies the result of Usefulness of application 80%. The expert believes that the application is useful for nursing students because they know it helps students in comprehending the clinical skills. Application materials' focuses is 80%. The focus is clear and concern to nursing materials. 70% is considered deserve for Usage guide. The usage guide is simple as the button in clicking the feature is not complicated. The interface of the application is feminism style with sakura flower and pink color. Therefore, the expert gives 69% because his opinion is proper and he thought the male learners will awkward in using the application. The lowest result for validation is Compatibility of phone type is 40%. It is not fully compatible because the application was made by using high technology phone and worried cannot be used by phone under its technology. Because the phone will be launched in google play store then it means the learners can download it easily, therefore the expert give 80% for Application Sources. The cost in attempting the application is reachable because the learners can possess the application just by providing the internet, then the Application Cost is 80% from the expert view.

## CONCLUSION AND SUGGESTION

Because the conclusion and suggestion related to the finding, consequently this article will merely sum the tentative existed result. The products of this recent research imply to textbook and phone application. Based on the tentative result above, concluded that the products accomplish the learners' need and benefit for teaching and learning activities to achieve academic performance and clinical skills performance, especially for professionalism communication.

Suggested to better nursing students' English proficiency, English nursing textbook is needed in learning process therefore, English should be given in every even or odd semester in order to help students mastering English. The products of this research still need to be developed by aim to deserve the learners English and help the learners to simplify the learning process.

## REFERENCES

- Akker, J. v. d., Bannan, B., Kelly, A. E., Nieveen, N., & Plomp, T. (2013). *Educational Research Design*. Netherland: Netherland Institute.
- Branch, R. M. (2009). *Instructional Design: ADDIE Approach*. New York: Springer.
- Brown, J. D. (1995). *The Elements of Language Cuniculum: A Systematic Approach to Program Development*. Boston: Heinle & Heinle.
- Cameron, R. (1998). A Language-Focused Needs Analysis for ESL-Speaking Nulsing Students in Class and Clinic *Foreign Language Analysis*, 31(2).
- Carliner, S. (2008). *The E-Learning Handbook*. San Franssisco: John Wiley & Sons, Inc.
- Committee, S. (2010). *Penetapan SKKNI Bidang Bahasa Inggris Keperawatan*. Jakarta: Ministry of TENAGA KERJA DAN TRANSMIGRASI REPUBLIK INDONESIA

- Davidson, C. N., & Goldberg, D. T. (2009). *The Future of Learning Institutions in A Digital Age*. London: MIT Press.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational Research An Introduction, Seventh Edition*. USA: Pearson Education.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational Research (Competences for Analysis and Applications, tenth edition)*. New York: Pearson Education, Inc.
- Hutchinson, T., & Waters, A. (1992). *English for Specific Purposes : A Learning Centered Approach*. Cambridge: Cambridge University Press.
- Met, M. (1999). Content-Based Instruction: Defining Terms, Making Decisions: The National Foreign Language Center: Center for Advanced Research on Language Acquisition.
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. New York: Cambridge University Press.
- Richey, R. C., & Klein, J. D. (2014). *Design and development research: Methods, strategies, and issues*: Routledge.
- Wahid, N. (2015). *Qualification and Compability International Standards for Nurses Among ASEAN Countries*. Paper presented at the International Seminar, Jakarta. <http://sp.beritasatu.com>
- Yule, G. (2011). *Pragmatics*. Oxford: Oxford University Press.

# EXPLOITING THE USE OF TIMELINES TO INVOLVE THE LEAST PARTICIPATING STUDENTS IN SPEAKING ACTIVITIES

Salimah

[salimah.albard@gmail.com](mailto:salimah.albard@gmail.com)

English Departement, Faculty of Humanities, Universitas Airlangga Surabaya

## ABSTRACT

*Timelines are simple diagrams that describe the time reference of a piece of language. In classroom practice, timelines are mostly used to help explain the concept of time reference and different verb forms, and therefore, they are commonly used when the teachers focus on certain grammar points. In this paper, the timelines are adopted to address issue other than those two above, that is to involve the least participating students in my English classroom at grade IX in MTs. Assa'adah II Bungah Gresik to participate more in speaking activities. Students were firstly introduced to the meaning of sentence in past perfect form and through several controlled practices, students were then guided to discover the form by the help of the timelines. Students were then asked to copy the timelines and to observe the activities in their family for one week and collect as many copies of timeline as they could to share in the class. During the group discussion, the least participating students seemed to be very engaged and were confidently involved during the sharing. Most importantly, the majority of the students could produce the language precisely with frequent occurrence of peer correction. After the class, some students were invited to help me reflect the lesson. They found that the use of timeline was particularly useful to understand the concept of the form taught and to review the uses of different verb form in English they had learned. They also found that the timelines provide mental picture to help them formulate the proper language to share about their family activities to the group. Considering all these benefits, the use of timelines should be elaborated more to help students learn more effectively.*

**Keywords:** *timelines, past perfect tense, peer correction, speaking activities*

## INTRODUCTION

The implementation of competence based curriculum and the new curriculum of 2013 in English language teaching in Indonesian primary and secondary schools has integrated grammar teaching into the teaching of skills such as listening, reading, writing, and speaking. In other words, grammar is no longer taught traditionally where teacher focuses on certain grammar point and followed by excessive grammar exercises in one lesson. Instead, grammar point is incorporated in texts wherein students are guided to invent the grammar rules. For example, as I observed the teaching practiced in my school in MTs Assa'adah II Bungah Gresik where all students are girls, the past simple are integrated in narrative text and students are required to discover the rules of that grammar points. This practice has required the teacher, particularly at this school, to find techniques to integrate grammar into the teaching of one of English skills.

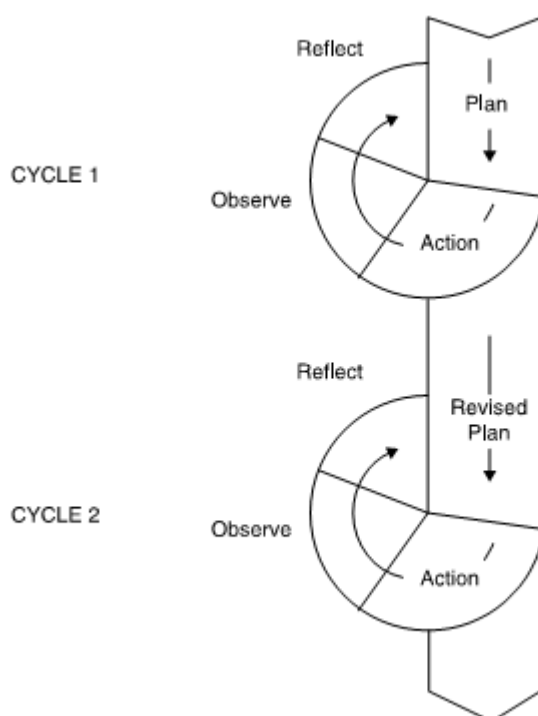
This requirement has resulted problems particularly among senior teachers who still believe grammar teaching as an essential part in language learning. These teachers still equate English teaching with grammar teaching, and therefore they still use classical grammar teaching in their classroom. This practice has resulted in low communicative competence among the students which is identified by more junior teachers in this context as students are rarely given time to use the language for communicative purposes. This dissenting voice between senior and junior teachers has encouraged me to compromise these two sides by conducting an action research to focus on improving the teaching practice of the teachers and the communicative skills of the students. Nassaji and Fotos (2011) argue that teaching grammar in EFL classroom has now been reconsidered again by English language professionals. In addition, research in SLA highlights the crucial reasons of explicit grammar teaching in English classroom. First, language should be learned consciously and this implies that unguided discovery of learning

grammar rules is rarely to happen without massive exposure of the language and high motivation to learn the language (Schmidt, 1993, 1995; Sharwood Smith, 1995). Second, meaning focus teaching with no focus on grammar are proven to be inadequate (Harley & Swain, 1984; Lapkin, Hart, & Swain, 1991). The ultimate reason for integrating grammar teaching in the classroom is that the recent research findings indicate that form-focused instruction is especially effective when it is incorporated into a meaningful communicative context (Nasaji and Fotos, 2011).

The urgency of improving the quality of English teaching learning and the communication skills of the students, informed by the research findings mentioned above, has encouraged the teachers in this school and particularly the writer to conduct an action research focusing on improving teaching and learning process by integrating grammar teaching into teaching skills. This research particularly will explore the use of timelines to improve the participation of students in speaking activities. The timeline is selected as it is one of the most frequently used grammar tool among the senior teachers. Timelines are simple diagrams that describe the time reference of a piece of language. In classroom practice, timelines are mostly used to help explain the concept of time reference and different verb forms (Scrivener, 2011). While speaking skill is selected in this research since it is aimed at improving the participation of students in communicative speaking tasks.

## METHOD

As the main aim of this research is to improve teaching practice, a classroom action research is selected as the research method. Besides the teachers have attended a professional training for conducting action research and the writer considered this research as an opportunity for them to directly involved in an action research. Action research is defined as teachers being actively involved in reflecting their teaching and using systematic approach researching ways to improve their teaching (Burns, 2010). Burns (2010) argues that being participating in an action research will give the teachers time to be an investigator or an explorer, and at the same time to be one of the participants in it. There are four steps in action research (Kemmis and McTaggart cited in Burns 2010) formulated as a cycle which can be repeated several time to arrive to the desired outcomes. The cycle comprises of four steps, namely planning, action, observation, and reflection. Though the cycle has been criticized as being inflexible, many still found this cycle useful to formulate an intervention to improve classroom practice (McNiff, 1988; Burns, 1999). Below is the diagram of action research proposed by Kemmis and McTaggart cited in Burns, 2010).



Following the scheme, this research was initiated by planning. The planning stage aimed at identifying the problems faced by the students. The process of identification was conducted by holding a discussion to brainstorm problems of students by all senior and junior teachers in this school. Of the listed problems, the discussion is then to decide which area of improvement taken as the priority in this research. The discussion resulted that the action research would focus on integrating grammar teaching (past simple and past perfect) with speaking. At this stage too, the teachers also designed a series of lessons focusing on grammar points and speaking skills. There were three lesson series planned. First, the students were given the timeline to recall their memory about using past simple and use them in accomplishing a communicative tasks. Second, the lesson focus on using the timeline to introduce the past perfect and students practice using it in a communicative tasks. The third lesson focused on speaking task wherein students were telling each other about their families' weekend activities.

The second stage in this action research is action. Adapting the idea of Kemmis and McTaggart, Burns (2010) defines action as giving an intervention in an agreed timeframe. The action at this stage was the implementation of the planned lessons. Due to the time limitation, these planned lessons were implemented in IX C class identified as a class with the least participative and active students. There were two teachers who were willing to implement the lessons. In lesson one, the students were required to tell each other about their previous week activities by using the timeline. The students were then asking each other about their previous week activities and correcting each other how to use proper verb forms for past simple. The second lesson focused on broadening the concept using the timeline to introduce the past perfect. The lesson stages are executed following the principle of communicative English teaching (Richards, 2001; Harmer, 1998). On the second lesson, students were given a project named family observation where students were required to copy the timelines and observed their family members' activities for a week. On the last lesson, students were put in groups and share each other about the family activities recorded in the printed timelines.

The third stage of this research is observation. Observation is the stage wherein the teacher observer carefully look at the impact of the actions and document the context, reaction, and opinion shown by the participants involved (Burns, 2010). In this research, the teacher observer and the observers look at the dynamic of the classroom, the level of participation, and the responds of the students towards the given tasks. The observers particularly took notes on what were going on during the lessons.

The third stage is reflection. At this stage, teachers involved in action research look back and make sense of the effects of the action given and decide whether to repeat the cycle or not. In this research, the reflection stage was conducted in two session. The first session was the reflection jointly conducted by teachers, observers, and students. Students were voluntarily invited to attend a circle discussion which was conducted very informally right after the class finished. This informal situation is meant to create a non-threatening situation, so that the students would not be reluctant to express their learning experience. The questions given in this discussions were open ended questions focusing on what the student like and less like about the lesson. The second one was the reflection internally among the teachers, observers and other teachers who were not part of the action research.

## **FINDINGS AND INTREPRETATION**

This sections particularly presents the findings from the action research. The discussion in this sections will be started explaining the teachers's experience participating in conducting action research, the classroom situation whilst and post action research, and the students' learning experience which represent the major discussion in this section.

During the reflection, the writer found that the teacher researcher were very confident in delivering the lesson since they participated fully during the lesson planning, were more prepared, and could predict the anticipated problems possibly appeared during the class. During the planning session, teachers were invited to contribute to the design and the development of the lesson. Teachers were given rooms to their ideas and to try out their knowledge and skills in this lesson development sessions. Therefore, these participations invested by the teachers resulted amount of confidence during the delivery. In this situation, these teachers are said to have a sense of belonging towards the lessons and therefore this feeling boosted their

confidence in the class (Richards, 2001). Particularly for the junior teachers, this opportunity has given them time to practice using the timeline when spotting a grammar point, in this case the past simple and the past perfect. Whereas for senior teachers, this lesson has given them ideas to integrate grammar teaching tools in communicative speaking activities. Such a mutual collaboration are very useful to their teaching as a means of professional development which in turn will benefit the students.

During the observation, it was found out that the majority of the students were engaged with the activities. When presenting the timelines for recalling the past simple, teachers invited the students to find the verbs to be written down on the board. The students were very enthusiastic to come forward and wrote their verbs on the line. All the verbs written on the board were from the students. They help each other to construct sentences in simple past with correct form and meaningfully because the sentence they made were all about themselves. Still using the timelines, the teacher then introduced the concept of past perfect by recycling the verbs given by the students. Here at this stage again, students still looked very enthusiastic by showing their high interest to participate with the tasks focusing on past perfect, the tense which most students found it very challenging. The use of the timeline helped the students to understand the rules of the past perfect proven by the accurate answer during the concept checking questioning. In addition, the timeline helped the students to pick appropriate verbs for the sentences. The visual component offered by the timeline has obviously helped the students to decide which activity happened before another one. In other words, the timeline help the students to observe the flow of the time so that the difficult concept of past perfect accessible to students (Scrivener, 2011).

The productive activities wherein students were assigned a group task to share their family's activities were also engaging. Students were mostly curious about the information given by other students that they looked attentive to listen and respond to their group's information. This keen attention led to rich peer feedback and correction, where students were corrected by their friends particularly in the use of proper verbs for past perfect. The peer correction is regarded more powerful for student's learning because it is less threatening and therefore helped students to improve (Scrivener, 2011). In general, the classroom situations were lively and engaging. Students looked more relaxed and they obviously learned better. This learning experience brought positive impact especially for student's motivation and their positive attitude towards learning English. As their motivation increase and their attitude is more positive, they are more likely to learn better (Thornbury, 2001). After the action research cycle, the writer still found the high level of enthusiasm spread around the class.

When talking to the group of volunteer students after the class during the reflection, the writer found that the majority of the students said that they liked the activities. They simply said that what the teacher taught her was different from any other grammar lessons she had in grade VII and VIII. The students commented that the use of timeline helped her a lot in understanding the rule and concept of past simple and past perfect because the timeline helped the time difference visible. This kind of visual student was catered by the use of timeline and this led to her confidence in participating to the class tasks and activities. This finding is in line with the idea that providing different activities and tasks that cater different learning style will support learning (Harmer, 2001).

Furthermore, in the group discussion, the majority of the students expressed their desire to the take home project where they had to observe their family members. They found this interesting but not challenging at all. Those who have more family members found it interesting to observe their family closely and found it fulfilling as she could get more closer to her family. When sharing the activities in the group tasks, students were very enthusiastic because they knew what to tell to the group. These personal aspects offered in the tasks has helped the students to perform the speaking tasks better (Harmer, 2001; Ur, 1988). The reflection session with the students helped the writer to identify the effects of the action in the research towards the student's learning. This sessions give the writer a lot of insights on planning the future lessons for the students.

## CONCLUSION AND SUGGESTION

Considering the importance of having grammar knowledge in using the language in written or spoken form has encouraged many professional teacher to integrate grammar teaching in communicative context in their teaching. In this action research, the use of timeline to introduce and reinforce grammar concepts within a personalized and communicative speaking activities has proven to be beneficial for students. In general, the timeline has helped the students to access the time difference in English tenses, to visualize series of events, and to make decision about the verb forms. The personalized tasks during the class and the project were also beneficial for students to participate fully in the class. Having enough information to share and knowing exactly how to say those information have altogether helped to be active in the class activities. The positive experience resulted from this learning has created confidence and boost their motivation, which later these two will certainly affect their future learning. Considering all the benefits found in the research, the writer suggested to elaborate the use of timeline in integrating grammar teaching in other productive skills.

## ACKNOWLEDGEMENT

The writer would express her gratitude particularly to all English teachers in MTs. Ma'arif Assa'adah II Bungah Gresik for participating in the whole process of this research. The writer would also like to thank to all students in IX class for being so open minded and eager to participate in all activities during the research.

## REFERENCES

- Burns, A. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Burns, Anne. (2010). *Doing Action Research in English Language Teaching: A guide for practitioner*. New York: Routledge
- Harley, B., & Swain, M. (1984). The interlanguage of immersion students and its implications for second language teaching. In A. Davies, C. Ciper, & A. P. R. Howatt (Eds.), *Interlanguage* (pp. 291–311). Edinburgh: Edinburgh University Press.
- Harmer, J. (2001). *Practice of English Language Teaching*. Harlow: Pearson.
- Lapkin, S., Hart, D., & Swain, M. (1991). Early and middle French immersion programs: French-language outcomes. *Canadian Modern Language Review*, 48, 11–40.
- McNiff, J. (1988). *Action Research: Principles and Practice*. London: Routledge
- Nassaji, Hossein & Fotos, Sandra. (2011). *Teaching Grammar in Second Language Classroom: Integrating form focused instruction in communicative context*. New York: Routledge
- Richards, J. C. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Schmidt, R. (1993). Awareness and second language acquisition. *Annual Review of Applied Linguistics*, 13, 206–26.
- Schmidt, R. (1995). Consciousness and foreign language learning: A tutorial on the role of attention and awareness in language learning. In R. Schmidt (Ed.), *Attention and awareness in foreign language learning* (pp. 1–63). Honolulu, HI: University of Hawaii Press.
- Sharwood Smith, M. (1981). Consciousness-raising and second language acquisition theory. *Applied Linguistics*, 2, 159–68.
- Thornbury, S. (2001). *Uncovering Grammar*. Oxford: McMillan.
- Ur, Penny. (1988). *Grammar Practice Activities*. Cambridge: Cambridge University Press.

# THE IMPLEMENTATION OF INTERCULTURAL COMMUNICATIVE LANGUAGE TEACHING (iCLT) AT A SURVIVAL SPEAKING CLASS

Samsul Arifin

samsul0442@gmail.com

IKIP PGRI Madiun, Indonesia

## ABSTRACT

*Encouraging students to be able to speak English is not only focusing on making them comprehend the utterances and social language, but also the culture as a whole part of the language itself. Thus, the study aims at describing the implementation stages, the strengths, and the weaknesses of Intercultural Communicative Language Teaching at a survival speaking class. To cope the problems, a descriptive case study is implemented to 63 students of IKIP PGRI Madiun. The data in the form of interview and observation sheets are analysed through Interactive Analysis Model namely data condensation, data display, and conclusion drawing/verification. To strengthen the result, data source triangulation and testing rival or competing explanations are used. The result shows the stages are raising students' awareness of the culture, discussing differences between culture, finding out and drilling communicative utterances of the topic, and oral experimentation of both language and the culture. The strength is students easily understand both the social language and culture comprehensively; meanwhile, the weaknesses are difficult on analysing the cultural context of the interlanguages and doing oral role-play on the topic.*

**Keywords:** *Survival Speaking, Culture, Intercultural Communicative Language Teaching (iCLT)*

## INTRODUCTION

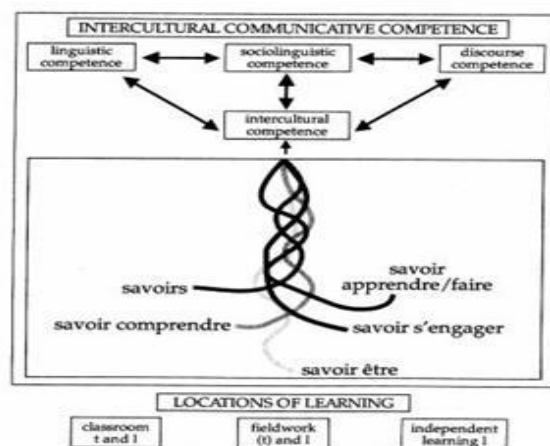
English has been becoming the most popular language among countries around the world for last decades. It is even used of at most a quarter society of the world to communicate and share ideas (Hammer, 2002). Communicating involves not only understanding and being able to use lexical and grammatical structures, but also the ability to understand attitudes, values, beliefs, norms, rituals, behaviours, points of view of one's interlocutor (Lazgin, 2011). It indicates that English plays important roles on human living including main language used on manuscripts of science development, cultural understanding, and among countries cooperation. It is also becoming the first language used to lead Indonesia facing ASEAN Economic Community (AEC), which aimed at increasing the economical sectors of countries associated in ASEAN through creating free trading of goods, services, employees, and investment. Therefore, Indonesian government must formulate certain general policy to develop national sectors of Indonesian services accurately, to improve Indonesian employees qualification, to develop national curriculum of education, to develop Indonesian ability on understanding other countries culture, and to develop Indonesian ability on oral and written English (Anggraini, 2013).

To cope such objectives and create competent graduates, students of English teaching department of IKIP PGRI Madiun are expected to be able to use oral and written English fluently and accurately, to comprehend linguistic elements, and to deliver the message in an appropriate cultural and social contexts. The person who learns a language without learning a culture risks becoming a fluent fool (Bennett, Bennett, & Allen, 2003). Therefore, Survival Speaking class is designed to develop students' speaking skill to express ideas and agreements in various context accurately, fluently, and acceptably. The topic includes talking about making a living, comparing places and landmarks, asking for preferences, describing differences and similarities, talking about customs, and giving opinion.

The result of observing survival speaking class shows that students are having problems on speaking. They are lack of spontaneous act of speech, less fluency of utterance delivery in spite of they have fair knowledge of vocabularies, lack of elaborative ideas, lack of grammatical usage and mastery, less accuracy of words pronunciation which bothers their meaning, and

lack understanding of cultural aspects of the language. To cope such problems, McDonough dan Shaw (1993) suggest to design the class of speaking which is able to lead students into the acquisition of speaking skill and to create real communicative context of english in any daily context. One of the implication is by handling learning activities which focuses on frames to produce direct oral communication (Harmer, 2002). Speaking skills can be accommodated within this particular view of language. When we ask our students to use actively the spoken language in the classrooms, we require them to take part in a process which not only involves knowledge of target forms and functions, but also a general knowledge of the interaction between the speaker and listener in order that meanings and negotiation of meanings are made clear.” (Jahan, 2008).

One of the learning activities which ables to approach the goals is Intercultural Communicative language Teaching (iCLT). Intercultural language learning involves developing with learners an understanding of their own language(s) and culture(s) in relation to an additional language and culture. It is a dialogue that allows for reaching a common ground for negotiation to take place, and where variable points of view are recognised, mediated and accepted (Liddicoat, Papademetre, Scarino, & Kohler, 2003). Intercultural communicative competence is the ability to negotiate meaning across cultural boundaries and to establish one’s own identity as a user of another language. There are two types of context that need to be considered in intercultural communication. The first is external context, which refers to the setting in which the communication occurs and the ways in which the setting is understood by participants. The second is internal context, which refers to the cultural understandings that participants themselves bring to the interaction. Bryam (1997) argues that intercultural communicative competence is minimally made up of grammatical competence which means as the ability to control the linguistic code of the target language; narrative competence which means understandings of setting, topic, and communicative functions; and strategic competence which means compensatory strategies for communicating in the target language when narrative and/or grammatical competencies breakdown. A model of intercultural competence revolves around four sets of skills, attitudes, and knowledge. The model is clearly described on the following figure.



Bryam Model of Intercultural Communicative Competence

## METHOD

A descriptive case study is implemented to 63 students of IKIP PGRI Madiun. The technique of collecting data are in the form of observation and interview. The observational forms consisted of twenty items with two multiple choices, yes and no. The items consisted of six aspects in the form of intercultural learning stages. The aspect was good if the students chose “yes” and it was bad if “no” was the answer. For the each “yes” answer got one point and zero point for “no” answer. The interview consisted of six questions, covering the students’ responses toward the application of the iCLT, interest in joining the intercultural class, responses toward the stages of iCLT, problems which appeared during the lecture process, and impressions toward the application of the iCLT. The data are then analysed through Interactive

Analysis Model namely data condensation, data display, and conclusion drawing/verification. To strengthen the result, data source triangulation and testing rival or competing explanations are used.

## **FINDINGS AND INTREPRETATION**

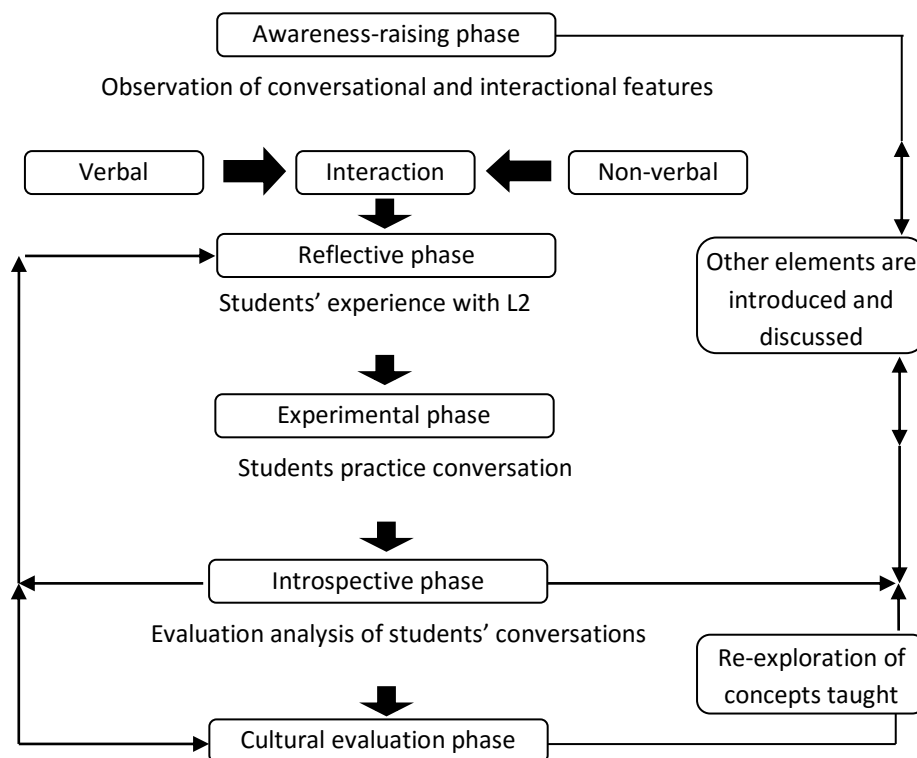
The best implementation of Intercultural Communciative Language Teaching (iCLT) establish four main activities as a core set of principles for language and culture acquisition namely raising students' awareness of the culture, discussing differences between cultures, finding out and drilling communicative utterances of the topic, and oral experimentation of both language and the culture. The stage of raising students' awareness of the culture presents the way lecturer brainstorms the the utterances and culture being set out. A very popular source used is literature from folktales to novels and short stories, to poetry and fiction. The sources should be in form of beautifully illustrated flascards, CDs in different languages, video of people discussing around the world through topic. The sources should includes a very punctual guide in which the message, the authenticity, the language, and the illustrations are easily analyzed in cultural terms

Availability, appropriateness, and ideological perspective examinations is carried out first look for the available resources. After that, they can look at the language, age level, and accuracy of the information presented. Finally, they should check the underlying cultural message that the materials and activities convey (Hernandez-Sheets, 2005)

The stage of discussing differences between culture is consisting lecturer asks students to keep attention on the presented sources, leacturer leads students to reveal the language and cultural bias of the sources through questioning, the lecturers ask students to surf on web and find more information of the topic being address, and explore their cultural and language understanding of the topic. The students focus more on how understanding the utterances and cultural view of the topic. Furthermore, the stages of finding out and drilling communicative utterances of the topic is consisting lecturer asks students to work in group, students do group drilling of the language utterances of the topic, students comprehend the cultural view of the the context being addressed, students prepare the utterances and dialogue of the topic, students design the context of roleplay of the topic, students review and edit the dialogues, context, and cultural aspects aroused. Last, stage of oral experimentation of both language and the culture presents the students' work orally through role-play, lecturer and friends provides feedback of the performance. The stages is supported by the theory of Bennet and Allen as follows:

The intercultural communicative language teaching should consist of exploration by the learners of the target language and culture and of their own language and culture; discovery of the relationship between language and culture; developing conceptual and analytic tools for comparing and understanding cultures; developing a reflective capacity to deal with cultural difference and to modify behavior where needed (Bennett and Allen, 1999).

In addition, Liddicoat (2002) states that intercultural communicative language teaching establish four main activities as a core set of principles for language and culture acquisition namely acquisition about cultures, comparing cultures, exploring cultures, and finding one's own 'third place' between cultures. The stages are then formulated as follow:



After implementing iCLT, the researcher did the interview. The first question was the students' responses toward the application of the iCLT. The respondents said that the class was exciting. The teacher gave more time to the students' activities. They made a discussion group and free to deliver their idea. It made them enthusiastic to join the lecture. The second question was the students' interest in joining the intercultural class. The respondents said that they were very interested in joining the intercultural class. The class was very exciting because they did something. The teacher allowed them to make a noise in the discussion group and presentation. It made them feel appreciated because they could share their idea to the others. The other comment was the model made the students doesn't feel sleepy because they were active all the time. The next question was the students' responses toward the stages of iCLT. The students said that the stages were good and suitable for university students. The reason was most of the stages of iCLT needed high thinking ability that was appropriate to the knowledge level of the university students. The high thinking ability could help the students to develop their analytical skill to solve the problems. So, the model was very suitable for them. The next question was the problems which appeared during the lecture process. The respondents said that they did not find the problem in the third meeting. They said that every activity in the each stage ran well and under control. The fifth question was the students' impressions toward the application of the iCLT. The respondents said that the iCLT was very interesting. The class was not boring because the students did activities. They were allowed to gain the knowledge by their own analysis and group discussion. Some of the respondents said that group discussion gave more benefits for the students. The benefits were the students were free to deliver their idea and they were not shy to ask the question to their friends when they did not understand.

The result of observation shows that teachers should be guiding learners' conceptualisations of culture from the beginning of the language learning process. Separating language and culture can lead to stereotyping and prejudice. Attention to culture and interculturality in the beginning stages of language learning is easily achievable, because of the rich cultural content found in ostensibly simple language, such as forms of greeting and attendant behaviour. Similarly, aspects of culture such as the coding of family relationships, the naming of rooms in a house and expressions of politeness and respect are all appropriate topics for the beginning stages of learning. Personal communication, interaction, and exploratory talk with teachers and others, particularly talk that involves tasks and role plays, provide important

opportunities for learners to notice and explore culture-in-language and to develop communicative awareness. intercultural issues need to be addressed explicitly and openly rather than being left to take care of themselves, on the assumption that they will be imbibed indirectly through exposure and experience alone.

## CONCLUSION

The procedure of iCLT involves raising students' awareness of the culture, discussing differences between culture, finding out and drilling communicative utterances of the topic, and oral experimentation of both language and the culture. The strength is students easily understand both the social language and culture comprehensively; meanwhile, the weaknesses are difficult on analysing the cultural context of the interlanguages and doing oral role-play on the topic

## ACKNOWLEDGEMENT

We thank all the students who participated in this study. We also express our gratitude to the Head of Department of for supporting this research.

## REFERENCES

- Anggraini, S., Direktur Perundingan Perdagangan Jasa Direktorat Jenderal Kerjasama Perdagangan Internasional Kementerian Perdagangan. 2013. Hal yang Perlu Dipersiapkan Pemerintah Sambut MEA di 2015. Disalin dan dipublikasikan oleh Seprian Deny, *Liputan 6 on line* pada 26 Des 2013 at 10:41 WIB pada halaman <http://bisnis.liputan6.com/read/784648/hal-yang-perlu-dipersiapkan-pemerintah-sambut-mea-di-2015.html>
- Bennett, J. M., Bennett, M. J., & Allen, W. 2003. Developing intercultural competence in the language classroom. *Culture as The Core: Perspectives on Culture in Second Language Learning* pp. 237–270
- Bryam, M. 1997. *Teaching and Assessing Intercultural Communicative Competence*. Cambridge: Multilingual Matters Ltd.
- Byram, M. (2006b, July). Language teaching for intercultural citizenship: the European situation. Paper presented at the NZALT conference, University of Auckland
- Harmer, J. 2002. *The Practice of English Language Teaching (Fourth Edition)*. England: Longman.
- Hernandez-Sheets, R. (2005). *Diversity pedagogy: Examining the role of culture in the teaching-learning process*. Boston, MA: Pearson Education
- Jahan, A. 2008. Teaching Speaking Skills at Tertiary Level in Bangladesh: An Empirical Investigation. *Daffodil International University Journal of Business and Economics*, Vol. 3, No. 1, 155 – 171
- Kramsch, C. 1993. *Context and Culture in Language Teaching*. Oxford: Oxford University Press.
- Lazgin K. B. 2011. “Language Awareness, Intercultural Awareness and Communicative Language Teaching: Towards Language Education”. *International Journal of Arts and Sciences*, 4, 4, 159
- Liddicoat, A. J., Papademetre, L., Scarino, A., & Kohler, M. 2003. *Report on intercultural language learning*. Canberra: Department of Education, Science and Training.
- McDonough, J. and Shaw, C. 1993. *Material and Methods in ELT: A Teacher guide*. Cambridge: Blackwell Publisher.
- Paige, R., Jorstad, H., Siaya, L., Klein, F., & Colby, J. (1999). Culture Learning in Language Education: A Review of the Literature. *Culture as the Core: Integrating Culture into the Language Curriculum* , 47-113.
- Rivers, J., Newton, J., Yates, E., Shearn, S., & Nowitzki, W. 2009. Intercultural communicative language teaching (iCLT): Implications for effective teaching and learning. *A summary of a Ministry of Education-commissioned Report*. New Zealand: Victoria University of Wellington.

**USING ANIMATED CLIP FILM, BLENDED ON LEARNING AND  
DICTOGLOSS TECHNIQUE TO IMPROVE LISTENING SKILL OF FOURTH  
SEMESTER STUDENTS OF ENGLISH DEPARTMENT, FACULTY OF  
LANGUAGE AND SCIENCE AT WIJAYA KUSUMA SURABAYA  
UNIVERSITY**

Siti Azizah

[Sitiazizahazizah81@yahoo.com](mailto:Sitiazizahazizah81@yahoo.com)

UNIVERSITAS WIJAYA KUSUMA SURABAYA

Lusy Tunik Muharlisiani

[yahdilla@yahoo.com](mailto:yahdilla@yahoo.com)

UNIVERSITAS WIJAYA KUSUMA SURABAYA

**ABSTRACT**

*This research describes about using three of tools that are using animated clip film, blended on learning and dictogloss technique to improve students' listening skill in the fourth semester English Education Department Faculty of Language and Science Wijaya Kusuma Surabaya University. The problems were the students who were not able to listen well, might get struggle when they tried to listen. They were confused what they had to listen to the first time. They were lack of vocabularies so they were passive and looked un-interested in teaching and learning process. The statement of the problem in this study 1) To describe whether using animated clip film, blended on learning and dictogloss technique can improve students listening ability, 2) To describe the application of teaching of listening skill using animated clip film, blended on learning and dictogloss technique learning for students. Based on the implementation of the study, the researcher found out that after being treated with using animated clip film, blended on learning and dictogloss technique as a tool to improve students' listening skill, the students had positive response and enjoyed the strategy when they practiced to post their listening using animated clip film, blended on learning and dictogloss technique with their friends Furthermore, they were able to cooperate in group, learn to make summaryt, give comment to their friends' listening and even improve their listening skill. In conclusion, the result of this study showed that 1) Using animated clip film, blended on learning and dictogloss technique were able to improve the students listening ability. It was effective as it. was able to attract the students and motivate them in listening skill and using animated clip film, blended on learning and dictogloss technique, the students were able to get enough stimuli. 2) The students were able to develop their idea, listen better, their spelling and grammar were better and the everage score was >75*

**Key words:** *Animated Clip Film, Blended On Learning, and Dictogloss Technique*

**INTRODUCTION**

Based on the results of the mapping were carried out in the laboratory of learning i.e., Pronunciation Practice, Listening and Dictation, Listening to Passages and Listening Comprehension which have been implemented starting from the first semester until fourth semester, the ability of listening skill of students is still low. It is caused by most of the lecturers often use audio only and seldom use audio visual. Moreover, learning facilities is limited such as LAN and internet channels which are used to support the learning of listening, language laboratory. Consequently, most lecturers do not get the opportunity to teach listening comprehension more in price with supporting from the internet. It is not surprising if until now learning of listening comprehension is still being a boring subject and frightening if this continues, it will affect the quality of learning in listening comprehension. Furthermore, most of the students are insufficient

vaocabulary and often get difficulties to catch the meaning of words or phrases as well as the message of the text or story provided. That makes students unmotivated and lazy to learn listening skill. For that reason, it needs applying with innovative learning methods that provide opportunities to students to actualize themselves. Then by using animated clip of the film, blended on learning and dictogloss technique selected is as one way out of the problems and it can be used as media of instruction so that four language skills can be mastered by language learners include: listening 40-50%, speaking 25-30%, reading 11-16% and writing 9% in real life. Realizing the importance of listening which can support other skills and componets in language learning as stated by:

*Hedge in the Machackova in her study (2009:8) says that listening used to be overlooked and supposed that listening skill would be acquired during the grammar, vocabulary and pronunciation practice. There are several reasons why educators are now focused on the skill to understand and contribute to communication that is developing good listening skill and developing effective listening strategies. Although the listening skill has important role in communication and goals in the education but there are so many problems are met while the teaching and learning English process. The speed of the speakers can make the students confuse and if there is no supporting media, the media can't make repeated and the less vocabularies of learners.*

Animated clip of the film, blended learning and techniques on dictogloss allows shifting the orientation of learning in the classroom as well as change the conventional learning models, originally using a whiteboard, markers, tape recorders and handsets as well as presentation material only focus on printed media. For that, learning constructivisme should always be conducted by utilizing electronic media study (computer/ laptop and internet), as well as creating a learning-centered college student (student centered) that can explore the thinking ability of the students to the materials provided. This innovative technique can increase the liveliness of students in learning. They are a model of effective and efficient learning, due to the ease and enrich the learning material otherwise it could be wasting time.

For that reason, lecturers can provide materials in listening comprehension through blended on learning, the students can choose the materials needed as well as get many references that can be used to complete the task. It can also be conducted at any time and even wherever the duty given, it will be done through the upload media e-learning teaching and learning space. Certainly, it is not limited only in the classroom on Learning listening comprehension using animated clip of the film, blended on learning and dictogloss technique but also it accentuates what materials to reconstruct in cooperation, students who have the higher ability will help more students for lower ability. In this case, animated clip film, as material in the form of audio visual with blended on learning and dictogloss technique will help students improve their ability in listening skill because it gives lots of advantatages to students in understanding the message of the story provided. As a result of it, students are interested in learning as audio visual –animated clip film provides not only sound, picture, gesture and vocabularies but also situation and condition which make students easily understand the message of the speaker..

*Katchen (2002:22) in Cakir's journal (2006) states that Using animated clip film, blended on learning, dictogloss technique provides authentic language input and can be easily used because can be stopped, started and rewinded so easily, be more concentrated, caught the message of speaker, predicted the reply and focused on visual clues like expression or gesture that those can make it clear*

*Cakir in his journal (2006:68) says that the learners can be concentrated on language in detail and interpreted what speaker said, repeated it and predicted the reply and also can be concentrated in details on visual clues to meaning such as facial expression, dress, gesture, posture, can catch the meaning from one catching without hearing the language spoken meaning by seeing visual clues*

## METHOD

The researcher used action research (Kemmis and Mc. Taggart: 1988) consisting of planning, acting, observing and reflecting, the result of one cycle is used to determine whether the application of the study is successful or not. This study was conducted at English Department of Wijaya Kusuma Surabaya University. The subjects of the study in the research were one class of the fourth semester with a total of 18 students. It was chosen as students were still low in their listening achievement. They often got difficulties to understand the message because less vocabularies and unmotivated in listening skill.

The data were collected from observation and test. Two instruments were used to collect the data namely, observation sheet for (students and researcher) and listening test. The students' observation sheet noted all of students responses and their participations in teaching and learning process. The researcher observation sheet noted everything happen during applying animated clip film, blended on learning and dictogloss technique for teaching listening skill including difficulties and problems faced in teaching and learning process. The teacher as a collaborator of the researcher helped to conduct the technique by noting of two observation sheets. In the end, it was analyzed by discussing and evaluating the result of collaborator's notes. Based on participation and their activeness during teaching learning process. While listening test consisted of multiple choice and written essay. Lundsteen says (1979) elements of listening cover the stimuli test, the questions and the environment test. The result of listening test score was classified based on some criteria mentioned above and then referred to the measurement of students achievement by Haris (1969). It can be seen the classification of students score: high, average or low. Then, it is determined mean score and class percentage to have improvement or not.

The researcher calculated the result of learning scores' students with this formula:

$$x = \frac{\sum x}{\sum n}$$

Notes:

x : the mean score

$\sum x$  : the sum of the students' score

$\sum n$  : the total number of the students

The researcher also calculated the completing learning percentage classically

$$p = \frac{\sum \text{Students that achieved KKM}}{\sum \text{Students}} \times 100 \%$$

## The Steps of Class Action Research

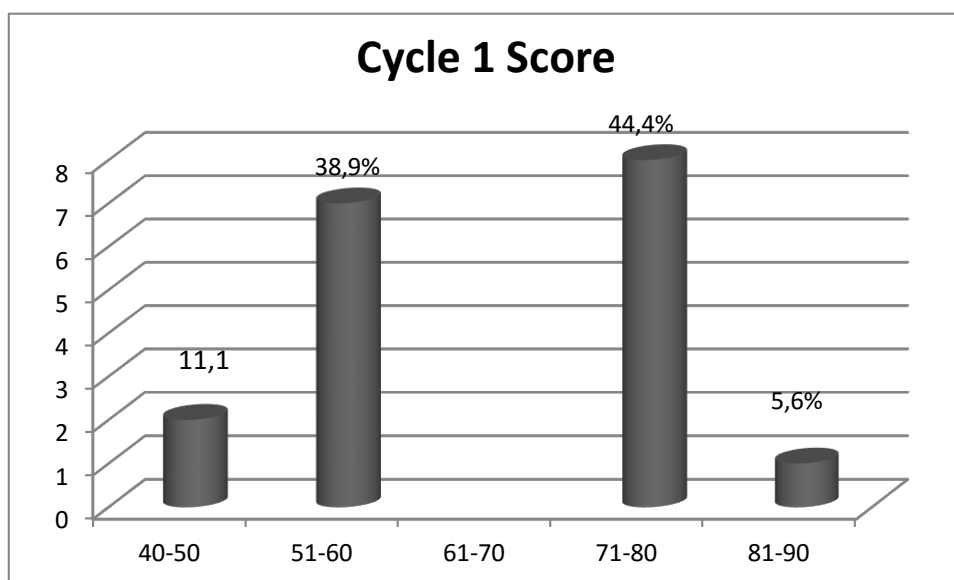
**1. Planning stage** → a) prepare and make lesson plan related to the appropriate material, b) check the availability of teaching media (LCD) and data collections' instruments to implement them in teaching listening such as observation sheets and test which will be given in the end of each cycle. In addition, prepare an internet access, here is computer laboratory and ask the students to use personal laptop in teaching listening by guiding them how to create. **2. Acting stage** → a) start the lesson with the

instructions what will do with the material, b). ask the students to answer some questions and do the assignment collaboratively and individually, c) ask the students to make summary of the story d) ask the students to print out their task that have been revised and discussed together. **3. Observing stage**→ note all the information and changes in the classroom, identify the obstacles in learning process that faced by students, **4. Reflecting stage**→ make the analysis of the result from the first cycle. If the result of teaching learning process shows and gains maximally, the researcher will finish doing research due to the students' listening ability is improving. On the other hand, the researcher will continue the next cycle if students listening ability is lower than the improvement indicator

## FINDINGS

### First Cycle

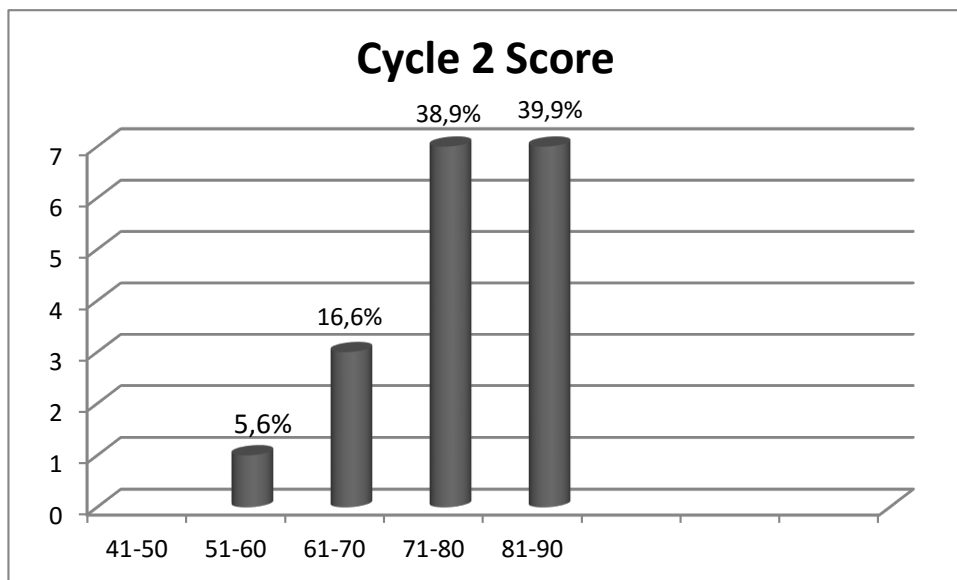
**Planning stage**, the researcher prepared the lesson plan, instruments (observation sheets and test) and the material as well as media used to learn listening skill. Students prepared each laptop and started turning on the laptop to related with internet. The researcher gave password to each students for applying the technique in process learning. Before applying the animated clip film with the topic "Melodi Memories" blended on learning and dictogloss technique to students, the researcher explained first the goals what they learned and what students should do in the process of learning. **Acting stage**, the researcher provided warm up questions to have response orally from students. These questions were to activate their background knowledge relating with their new material they had to learn. After giving questions, the researcher started displaying key words to remember. Then, the researcher displayed the audio visual aid of the animated film for the first time and the students only listened and concentrate to the story of the film. In that activity, they were not allowed to write anything in their book. They were expected to predict the topic of the film they would listen. Then, the researcher played the animated clip film for the second. In this activity, students were able to note and write with the help of key words provided. The third display, the researcher asked students make groups consisting of 3 persons and instructed them to find the message they had heard and seen from the animated clip film by using the help of key words provided. In this activity students discussed and interacted each other to give their opinion as well as peer checked together. In this activity students conducted mutual analysis and correction. The role of researcher was monitoring and helping them when they got difficulties. After students finished discussing, researcher asked them to come back to their seat and did the test individually. **Observing stage**, the researcher helped collaborator to fill out observation sheets. **Reflecting stage**, the researcher and collaborator discussed the result of observation sheets and test as well as obstacles came up in the teaching learning process. They analyzed and evaluated the result of listening test. It showed that the mean score was 64,3 and the classical learning percentage was (50%). From the students listening test showed that 9 students got score < 75. Based on the improvement indicator, it was not successful so it was continued to cycle 2 to fulfill the criterion of success for listening skill.



## Second Cycle

**Planning stage,** after analyzing the weaknesses, infact students were still confused and unclear about the story of animated clip film. Moreover they were less vocabularies and not familiar with the topic. Based on the weaknesses, researcher tried to give the familiar topic in order that they were ready to listen well and interested in listening skill. Beside researcher also tried to explain and give instruction clearly to help them easily understand the story and answer the test individually. Then, the researcher started to prepare the lesson plan improvement, key words, observation sheets, and listening test and media. Students also had prepared well and turned on their laptop. The researcher started with clear explanations and details what students did in this teaching, learning process. **Acting stage,** after giving some warm up questions to activate their background knowledge, students were able to respond easily. Then, the researcher gave key words to remember. In this activity, the researcher reminded students that those key words should be used to create sentences based on the message they would listen and watch from the story. The researcher started displaying the first time the material of animated clip film with the other / different topic. It looked the topic was rather familiar with them, so they seemed calmly and concentrated well to find the message of the story. Without talking anything to remind them, the researcher saw that they had listened quietly without writing anything in their book. Second display, researcher asked students could write and create sentences from the key words provided to predict the topic of the text and catch the message they would listen and watch from the animated clip film. In this activity, they seemed easily doing their task. Before the third display, the researcher asked students make groups (3 persons) and instructed them to find the message they had heard and watched from the animated clip film by using the help of some words provide. In this activity students discussed and interacted each other to give their opinion as well as peer checked together. They looked active and antusiatics in explaining each other. They are motivated with the familiar topic they had listened. The role of the researcher was monitoring and helping them when they got difficulties. But the researcher found they did not difficulties about the topic and the message. After discussing and interacting with each group, the researcher asked them to come back to each seat and the researcher gave test to do individually. **Observing stage,** the researcher helped collaborator to fill out observation sheets. **Reflecting stage,** the researcher and collaborator discussed and analyzed the the result of the test showed that the improvement both in students' average scores and individual scores.

Based on the obtained data, it was revealed that the result of students listening test at the end of the cycle 2 was improving. The mean score was 76,33 and classical learning percentage was (77 %). From students' listening test showed that 14 students got score > 75 . Based on the improvement indicator, it was successful and finally the research was stopped as it fulfilled the criterion of success for listening skill.



## DISCUSSIONS

The chart above in the cycle 1 showed that the highest score of the cycle 1 was 82 (5,6%). It was only one student. The lowest score was 46 ( 11,1 %) and there were two students. There were 3 students with score 52 and 4 students with score 54. So 7 students had score between 51-60 ( 38 %). Students with score between 71-80 (44,4%) consisted of 2 students got score 78 and 6 students got score 76. Therefore from 18 students, 7 students dominated score between 51-60 and 8 students dominated score between 71-80. It means that a half students of the class participated and active in doing listening skill. They had good grade as they were able to answer the questions well. They had had good background knowledge of English so they were easy to understand the message. While a half students who got between 51-60 seemed unmotivated in listening skill. They had not participated actively in listening skill. Most of students were less vocabulary and confused with the story of animated clip film as the topic was not familiar with them. Therefore should find familiar topic of animated clip film in order that students were easy to understand and do the test in cycle 2. As a result from the chart of cycle 2, It was able to see that the highest score was 88 (5,6%) and there was only one student and the lowest also one student with score 58. While 14 students dominated score >75, There were 7 Students got score between (71-80) was 38,9 % consisting of 3 students got score 76. and 4 students got score 78 and 6 students got score between (81-90) covering 2 students got score 86 and 4 students got score 82 so 13 students got good grade . And only 4 students got score < 75 . There were 3 students got score between (61-70) consisting of 1 student got 64 between and 2 student got 68 so it was 16,6% and the last 1 student got score 58 as the lowest (5,6%). It could be concluded that students listening test was successful and improving. It could be seen from the mean score of the cycle 1 was 64,3 to the cycle 2 was 76,33 and then the classical learning percentage of cycle 1 was 50% to cycle 2 was 77%.

The graphics above showed that there was improving using animated clip film, blended on learning and dictogloss as a medium in listening class for teaching listening skill. Based on all those findings and discussions that animated clip film, blended learning and dictogloss can be used by teachers of English for improving the students' listening ability. It could be seen not only from the students' test score but also from their activity in listening skill.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

1. The animated clip film, blended on learning and dictogloss technique as audio visual aid can be used to improve students listening ability. Students were enthusiastic, interested and motivated to learn more and easy to catch the meaning or purpose of the story of the film and get some information from the story of the film that they have just heard and seen from audio visual. Students can develop their idea, their spelling and grammar easily because animated clip film stimulated and motivated them to enjoy learning in listening skill.
2. The application of teaching was started when the researcher explained to the students about definition, generic structure, kind of text and connected text in filming. Then, introduced the animated clip film as a medium in text topic which happened in their real life. The reseracher did brainstorming to give the students how far the students know about text and filming. The reseracher connected the questions and answers about text with the film that contained story. The next step was the reseracher played the animated clip film, blended on learning and dictogloss explained how to answer the questions from what they watched and listened from animated clip film. Then, they tried to answer the listening questions based on the animated clip film that teacher had shown.

### Suggestions

1. Listening is mostly known as difficult subject to be learned by students. Teacher of Listening lesson should be able to develop their technique to teach the students interested in listening class. By using animated clip film, blended on learning and dictogloss as medium can attract the students' interest and motivation in teaching and learning process.
2. The teacher should prepare the topic and material of the animated clip, blended on learning and dictogloss that connected each other. The teacher should prepare the facilities for watching clip film such as LCD, projector, sounds system and laptop. The teacher must be sure that the voice can be listened by the students very clearly, so choosing the high quality of the clip film is one of the considerations.

## REFERENCES

- Akmala, Tatum Ariesya. 2011. *The use of Animated Film to Improve students' ability in writing narrative text - A Classroom Action Research at the 10<sup>th</sup> Grade of Madrasah Aliyah Negeri Palembang in the Academic Year of 2010/2011*. (Tarbiyah Faculty Walisongo State Institute for Islamic Studies Semarang).
- Brown, H. Douglas. 2003. *Language Assessment: Principles and Classroom Practices*. San Francisco, California. Published by Long man California.
- Brown, *Audio Visual Instruction; Technology, Media and Methods*, ( New York, MC. Hill Book Company, 1997

- Cakir, Ismail. 2006. The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom. *The Turkish Online Journal of Educational Technology – TOJET Volume 5, Issue 4, Article 9*.
- Chang, Pearl and Lu, Chyntia. 2012. EFL Listening Instruction – Theory and Practice. *English Education Resource Center, MOE, Taiwan*.
- Clark, H.H. and Brennan, S.E. (1991) ‘Grounding in communication’. In L.B. Resnick, R.M. Levine and S.D. Teasley (eds) *Perspectives in socially shared cognition*, pp. 127–149 (American Psychological Association)
- George Jacobs, 2003. Combining Dictogloss and Cooperative Learning to Promote language learning, *The Reading Matrix*. Vol.3. No.1, April 2003
- Hanne Pedersen and Helle Vilekold, *Teaching with Animation- a Booklet about Animation*, (Denmark, The Animation Workshop, 2005
- Kemmis and Mc Taggart Mertler, Craig A. 1998. *Action Research – Mengembangkan Sekolah dan Memberdayakan Guru Edisi 3*. Yogyakarta. Published by Pustaka Belajar
- Macháčková, Eva. 2009. *Teaching Listening*. Bakalářská Práce. Masaryk University Brno Pedagogical Faculty Department of English language and literature.
- Pedersen, Hanne, and Vilekold, Helle. 2005. *Teaching with Animation – a Booklet about Animation*. Denmark. The Animation Workshop.
- Richards, Jack C. 2008. *Teaching Listening and Speaking from Theory to Practice*. New york. Cambridge University Press New York.
- Şevik, Machackova. 2009. Teaching Listening Skills to Young Learners through “Listen and Do” Songs. Turkey. *English Teaching Forum*. No. 3: 10.
- Stanley, Gordon, June 2003. *Fiction, Film and other Texts*. Sidney, Australia. Published by Board of Studies New South Wales Australia.
- Tyagi, Babita. February 2013. Listening: An important Skill and Its Various Aspects. Published by The Criterion An International Journal in English. Issue 12: 1-3

# HUMOR AS A TEACHING STRATEGY IN THE EFL CLASSROOM

Suharno

[shnfib12@yahoo.com](mailto:shnfib12@yahoo.com)

English Department, Faculty of Humanities,  
Diponegoro University, Semarang, Indonesia

## ABSTRACT

*Humor in the higher education level plays an important role, i.e. to enliven the atmosphere in classroom, in workshop, in seminar, or in training room. This study aims to describe some types of humor, student perception and lecturer perception about humor in classroom, how humor helps the effectiveness of teaching-learning process in the classroom. The study belongs to qualitative research. The data were collected from the respondents (lecturers and students) in the English Department with questionnaire and interview. The results show that humor in the classroom may give positive impacts to the teaching and learning process such as enlivening the classroom atmosphere, helping the students remember the materials for relevant humor, making teaching and learning process more effective, etc. Humor in the EFL classroom may have several forms such as jokes, riddles, puns, funny stories, humorous comments, etc. Humor can often be identified as one of teaching strategies to improve more positive teaching-learning process.*

**Key Words:** *humor, EFL classroom, teaching strategy, learning process*

## INTRODUCTION

Humor in higher education plays a quite important role that is to enliven the atmosphere in the classroom, seminar/workshop, or training room. Humor may reduce the tension between the lecturer and the students because of complicated materials such as mathematics or statistics, break the ice, and make the learning process more effective. In higher education there are several lecturers or professors who have high sense of humor so that they can make both formal and informal situations more lively and interesting. What I experienced as a student or a lecturer I could mention some names here such as Prof. Eko Budihardjo, Prof. Darmanto Yatman, Drs. Suharyo, M.Hum. (Diponegoro University), Dr. Asim Gunarwan (Indonesian University), Prof. Sudarsono, Drs. Suhendro (Gadjah Mada University), Dr. Alexander Urquhart (Saint Mark & Saint John College, England), etc.

Deiter (2000: 22) defines humor “anything that is perceived to be funny, comical, or amusing. While Berk (1998) defines humor as ‘the kindly contemplation of the incongruities of life and the artistic expression there of’. In other words, humor implies that most forms of humor are based on incongruity. Humor in the classroom may take several forms. According to Bryant, Comisky, & Zillman (1979) humor in the EFL classroom can be classified into several forms such as jokes, riddles, puns, funny stories, humorous comments, and others. Humor is often identified as one of the teaching techniques or strategies to improve the learning atmosphere (Ferguson & Campiha-Bacote, 1989). In addition, humor may function as a catalyst to invent classroom “magic” as long as all educational elements are unified, that is the lecturer and the students have the same spirit in the teaching-learning process. A lecturer may invent a classroom “magic” through more intensive communication by a playful attitude and the appropriate use of humor (Duffy & Jones, 1995).

According to Deiter (2000), humor in the classroom can give positive impacts in the teaching and learning process such as improving communication between lecturers and students (Hill, 1998; Berk, 1998), remembering the topics discussed when humor is related to the teaching material (Hill, 1998), increasing the number of students’ presence (Berk, 1998) and a positive correlation between the students’ presence and their performance (Romer 1993; White 1992), and understanding the topics and increasing cognitive retention because of conducive atmosphere. In addition, Berk’s study (1996) proved that a humor strategy could

reduce the students' anxiety, improve their learning competence, and help them to do their best as a student.

Wanzer and Frymer's study (1999) deals with Humor Orientation (HO for short) which is related to teaching-learning process that is how to find out how lecturers with different HO could affect the teaching-learning process. Humor Orientation (HO) is a communication based on personal traits which are measured with HO scale (Booth-Butterfield & Booth-Butterfield, 1991), which assesses individual tendencies to use humor more frequently and in various situations as well as self-confidence to make a more humorous communication. Someone who gets a high score in HO scale is believed to be more humorous and interesting socially than someone with a low score in HO scale.

Wanzer & Frymier (1999) studied the types of humor which are appropriate and inappropriate in the classroom. In this case, the students were requested to give some examples of humor which were considered appropriate or inappropriate. The results are categorization of humor: (1) appropriate humor includes the one related to the class topics, impersonation, non-verbal humor, disparaging humor, humor props, sarcasm, and unintentional humor; (2) inappropriate humor includes making fun of students, humor based on the stereotypes or cliché, failed humor, sexual humor, condemnation to be funny, something serious for humor, and personal humor.

There are some relationships between humor and learning in the EFL classroom. According to Bryan et al. (1980), by using humor in the classroom, the lecturer may get more positive evaluation from the students. In addition, the students will be more motivated if they take a course from a lecturer with high sense of humor (Gorham & Christopher, 1992). Humor would make the students pay more attention to the lecturer, and it can also be an effective tool to get a sympathy and to build a rapport from the students (Ziv, 1979). Hill (1998) states that the use of humor in the classroom may create a more positive learning environment. In addition, humor is one method which helps the relationship between professors and students closer. Deiter (2000: 23) states that humor may build rapport between the students and teacher. Accordingly, students will be less intimidated and less inhibited about asking questions or making comments.

This paper aims to describe the respondent perception about humor in classroom, the respondent perception about types of humor used in the classroom, and how humor helps the effectiveness of teaching-learning process in the classroom.

## RESEARCH METHODS

Population of the study is lecturers and students in the English Department, Faculty of Humanities, Diponegoro University Semarang. The English Department consists of three sub-majors, i.e. Literature, Linguistics, and American Studies. From September to December 2014 I was teaching three classes (Intermediate Writing, Advanced Writing, and English Language Teaching) which consisted of 120 students. Of the three classes I chose 40 students for sampling. The whole number of lecturers in the English Department is 30 taken for sampling. To collect the data, I used questionnaire and interview for both respondents (lecturers and students). For three classes, I provided 45 forms to fill in but only 40 students filled in the forms while for the lecturers, only 17 lecturers returned the filled-in forms. The questionnaire consists of 4 sections: (1) personal data of the respondents (2) the lecturer /the student perception of humor in the classroom, (3) the types of humor used in the classroom, (4) the favorite or interesting humors in the classroom. The questionnaire is based on Likert-type scale items: 1-strongly disagree – 5-strongly agree of 14 statements for section 2, and 1-never – 5-always of 9 items for section 3. To get a complete version of humor I used interview for the respondents.

## FINDINGS AND DISCUSSION

The presentation of the results is based on the questionnaire distributed to the respondents (lecturers and students) which was divided into two categories: the respondent perception about the use of humor in the classroom and the respondent perception about the types of humor in the classroom, and effectiveness of teaching-learning process with humor.

## 1. The lecturer perception

Table 1 displays the percentage on the lecturer perception about humor in the classroom. Table 1 indicates that 100% of the respondents agreed that humor could make the class more lively (statement 1) but the minority of the respondents (23%) agreed that humor could increase the student presence (statement 2). It seems that statement 1 is not parallel to statement 2 since logically the lively class could increase the student presence. Majority of respondents agreed that the use of humor in the classroom can give positive effects as shown in statements 6, 8, 12, 13; similarly, more than half of the respondents (53%) agreed that humor could improve the effectiveness of teaching-learning process (statement 7). In terms of sense of humor which is innate (statement 13), 54% of the respondents agreed it was; it is in line with Wanzer and Frymer's study (1999) about Humor Orientation (HO). The study proved that someone with high HO would be more humorous and interesting socially; it implies that a lecturer with high HO or low HO is innate or talented.

Table 1. Lecturer perception about humor in the classroom.

No	Statements	Disagree (%)	Neutral (%)	Agree (%)	Total (%)
1.	Enlivening the class	-	-	100	100
2.	Increasing the number of SS's presence	18	59	23	100
3.	Wasting the classroom time	78	18	4	100
4.	Improving the relationship between lecturers and students	-	12	88	100
5.	Lecturer's job – not to entertain or to be funny	35	12	53	100
6.	Improving the spirit of teaching and learning	-	18	82	100
7.	Improving the effectiveness of teaching-learning process	18	29	53	100
8.	Students' more encouragement to ask question and to give comments to the humorous lecturers.	-	29	71	100
9.	Making lecturers feel at home during the class	-	41	59	100
10.	No obligation for lecturers to use humor in the classroom	18	29	53	100
11.	Disrupting the class atmosphere because of irrelevant humor to the class topic	18	18	64	100
12.	Helping students understand the class topic through relevant humor	-	5	95	100
13.	One's sense of humor – being innate, not learned	23	23	54	100
14.	Better to try to be humorous in the classroom, though fail, rather than not.	6	41	53	100

## 2. Student perception

In Table 2, it can be seen that majority of the respondents (75%) agreed that with humor in the classroom they could remember the material (statement 2). This may confirm Hill's study (1998) which states that the students could remember the materials if the humor is related to the class topics. In relation to humor in the classroom only wasting time (statement 3), 88% of the respondents disagreed. This is similar to the lecturer's response (see Table 1, statement 3). However, there is a significant difference between the lecturer's response – 82.5% (Table 1, statement 8) and the students' response – 50% (Table 2, statement 4) concerning students' encouragement to ask questions and to give comments. However, 82.5% of the students agreed that they preferred humorous lecturers to non-humorous ones.

Table 2. Student perception about humor in the classroom.

No	Statements	Disagree (%)	Neutral (%)	Agree (%)	Total (%)
1.	I would rather miss the class if the lecture is boring.	30	25	45	100
2.	I could remember the material if humor is inserted in the class.	-	25	75	100
3.	Use of humor by the lecturer is a waste of time.	88	12	-	100
4.	I feel more encouraged to ask a question if the lecturer uses humor in the class.	8	42	50	100
5.	The lecturer's job is to teach, not to entertain or to be funny.	58	30	12	100
6.	I prefer lecturers who try to be humorous and fail to those who don't try at all.	12.5	27.5	60	100
7.	I sometimes feel annoyed with the lecturer using humor in the classroom.	55	37.5	7.5	100

8.	I prefer classes with the lecturer's humor to those without it	7.5	10	82.5	100
9.	To be a good lecturer, he/she does not have to be humorous.	27.5	30	42.5	100
10.	I am more enthusiastic to attend the class with the lecturer's humor.	7.5	20	72.5	100
11.	The lecturer's humor may increase the number of SS's presence.	2.5	20	77.5	100
12.	The lecturer's humor relevant to the class topic helps the students remember/understand the topic better.	7.5	10	82.5	100
13.	Both relevant and irrelevant humors to the class topic can enliven the class atmosphere.	7.5	10	82.5	100

### 3. Types of Humor based on the student perception

Based on the filled-in questionnaire I could rank the lecturers from the least to the most 'humorous' in the classroom and I selected the top-five (mentioned by the student respondents). Accordingly, from the top-five I also could order the types of humor frequently used in the classroom. The order can be seen in the following table (Table 3).

Table 3. Types of humor and the top-five 'humorous' lecturers

Rank	Types of Humor	Frequency	Rank	Lecturer Coding	Frequency
I	Personal Experience	21	I	AL	13
II	Humorous Comments	18	II	MC	12
III	Jokes	12	III	JMN	11
IV	Sarcasm	7	IV	RA	11
V	Puns	6	V	HP	10
VI	Funny Stories	6			
VII	Anecdotes	5			
VIII	Riddles	1			

The following are some examples of the humor used in the classroom.

Table 3. Types of humor in the classroom

No	Examples	Types of Humor	In Relation to Courses
1.	The difference between I do like (v) and I am like (prep). "Do you like a monkey?" or "Are you like a monkey?"	Puns	Intermediate Grammar
2.	"Borrowing" words from Javanese language, e.g. rather – radha; as you wish – ya uwis lah; smog – semok	Puns	Translation
3.	"Siapa bilang orang Sunda tidak bisa bilang "[f]"; itu "[pitnah]" seharusnya "[fitnah]"	Puns	Research on dialects
4.	An anecdote about someone who cannot pronounce "[p]". One day a new rich man from Medan (OKB) made a trip to New York. He drove a car around the city and asked a police officer. "Excuse me Sir, where is the fucking (parking) lot?" "Sorry, what did you say?" "Where is the fucking (parking) lot? I want to fuck (park) my car."	Anecdote	Academic Writing
5.	Question: What is the difference between "a bird" and "a girl"? Answer: a bird = shot and fall; a girl = fall and Shot	Riddle	Academic Writing

### 4. Effectiveness of teaching-learning process with humor

In reference to lecturer perception and student perception (Table 1 and Table 2), to some extent, using appropriate humor can make the teaching-learning process more effective as shown in the following points: (1) Enlivening the class (100% - Table 1, statement 1); (2)

Improving the relationship between lecturers and students (88% - Table 1, statement 4); (3) Improving the spirit of teaching and learning (82% - Table 1, statement 4); (4) Students' more encouragement to ask questions and to give comments (71% - Table 1, statement 8); (5) I could remember the material if humor is inserted in the class (75%- Table 2, statement 2); (6) I prefer classes with the lecturer's humor to those without it (82.5% - Table 2, statement 8); (7) I am more enthusiastic to attend the class with the lecturer's humor (72.5% - Table 2, statement 10); (8) The lecturer's humor may increase the number of SS's presence (77.5% - Table 2, statement 11); (9) The lecturer's humor relevant to the class topic helps the students remember/understand the topic better (82.5% - Table 2, statement 12). Based on the 9 points mentioned above, it can be said inserting humor in the classroom may make the teaching-learning process more effective. These points also confirmed the studies of Hill (1998), Berk (1998), Romer (1993), and White (1992).

## CONCLUSION

The study has examined the use of humor in the EFL classroom to find out the lecturer and student perception, types of humor, effectiveness of humor as a teaching strategy. From the discussion above, we can conclude that the use of humor can give positive impacts to the teaching-learning process such as enlivening the class, improving the relationship between lecturers and students, helping the students remember the material.

## ACKNOWLEDGEMENT

I'd like to express my deepest gratitude to all the lecturers and students for their cooperation in this study.

## REFERENCES

- Berk, Ronald A. 1998. *Professors Are From Mars. Students Are From Snickers*. Madison. WI: Mendosa Press.
- Berk, Ronald A. 1996. "Student Ratings of 10 Strategies for Using Humor in College Teaching". *Journal of Excellence in Teaching* 7 (3):71- 92.
- Booth-Butterfield, M. & Booth-Butterfield, S. 1991. "Individual Differences in the Communication of Humorous Messages". *Southern Communication Journal*, 56, 32-40.
- Bryant, J., Comisky, P., & Zillmann, D. 1979. "Teacher's humor in the college classroom". *Communication Education*, 28, 110-118.
- Deiter, Ron. 2000. "The Use of Humor as a Teaching Tool in the College Classroom". *NACTA Journal*., June, pp 20-28. Department of Economics, Iowa State University, Ames, IA 50011.
- Gorham, J. & Christopher, D.M. 1990. "The Relationship of Teacher's Use of Humor in the Classroom to Immediacy and Student Learning". *Communication Education*, 39, 46-62.
- Hill, Deborah J. 1988. *Humor in the Classroom: A handbook for Teachings (and Other Entertainers!)*. Springfield. IL : Charles C. Thomas.
- Romer, D. 1993. "Do Students Go to Class? Should They?" *J. Econ. Perspect.* 7:167-74.
- Wanzer, M.B., & Frymier A.B. 1999. "The Relationship between Student Perceptions of Instructor Humor and Student's Reports of Learning". *Communication Education*, 48, 48-62.
- White, F.C. 1992. "Enhancing Class Attendance". *NACTA Jour.* 36:113-15.
- Ziv, A. 1979.. *L'humor en education: Approache Psychologique*. Paris: Editions Social Francaises.

# CHALLENGES ON PRE-SERVICES TEACHERS' PEDAGOGICAL COMPETENCE

Sumani

[sumani.ikipae@gmail.com](mailto:sumani.ikipae@gmail.com)

IKIP PGRI Madiun

Samsul Arifin

IKIP PGRI Madiun

## ABSTRACT

*A good teacher is commonly characterized by numerous qualities which make it possible for them to do their job well. Among of the qualities, the one that is important to be acquired by a good teacher is on having good pedagogical competence. Therefore, the study is designed to describe the challenges on pre-service teachers' pedagogical competence in implementing the instructional approach. To cope with such objectives, a case study was implemented to five classes of microteaching consisting of 53 pre-service teachers. The research data were obtained through questionnaires, observation, and interview. The data validity was strengthened by conducting intensive long-term participant involvement in producing a complete and in-depth understanding of field situations, triangulation to collect converging evidence from different sources by applying either the technique triangulation and data source triangulation, and testing rival or competing explanations. Data analysis was performed by applying interactive analysis model namely data condensation, data display, and conclusion drawing/verification. The result shows that the pre-service teachers are good at introductory and closure skills, explaining, group and individual teaching, and teaching variation, classroom management, and assessing. Hence, the challenges are on the aspects of questioning and reinforcement. Therefore, it is suggested for the lecturers of microteaching to focus more on those challenges so that they can develop those two aspects that seem to be necessary to meet the professional tasks of the teaching profession competently.*

**Keywords:** *Microteaching, Pedagogical Competence, Pre-service teachers, Instructional Approach.*

## INTRODUCTION

The teacher plays an important role in the education. The important role of a teacher in the education demands that only the best and the most competent teachers be allowed to qualify for this noble profession. Therefore, for anyone interested in becoming a teacher, it is important for them to enquire what qualities make a good teacher.

A good teacher is characterized by numerous qualities which make it possible for them to do their job well. Without a doubt, every teacher comes with his/her own unique blend of such qualities. Every teacher is different, but every good teacher must possess some qualities and one of them is on having good pedagogical competence.

There are some great challenges especially for teacher education since the great responsibilities on the quality of education are also imposed on the qualified teachers. It is important to remember that the teachers are the key agents for change but it is also obvious that it is necessary to invest in the initial training of a new generation of teachers.

The new generation of teachers needs to be prepared well. As the profession of teaching is becoming more difficult and complex, preparing the new generation of teachers is also a difficult and complex work. The new generation of teachers needs to be prepared well in order that they can develop their abilities, attitudes and also pedagogical competence that seem to be necessary to meet the professional tasks of the teaching profession competently.

Generally speaking, pedagogical competence has been regarded either as an ensemble of potential behaviors/capacities allowing for the efficient manifestation of an activity or as a minimum professional standard, often specified by law, which professionals should reach. The

concept of pedagogical competence also tends to be used with the meaning of the minimum professional standard, often specified by law, which should raise a person in fulfilling a particular role of the teaching profession (Suciu, Mățã, 2011).

Preparing the new generation of teachers has been done by various teacher educators through the microteaching program for the pre-service teachers. Microteaching is a way of learning used in teacher education and various learning situations, which aims to improve the behavior and ability of teachers toward learning (Baytekin, 2004). In addition, microteaching is one form of practice model of education containing many complex acts of teaching, both including technical delivery of material, the use of the method, the use of media, guiding learning, motivating, managing a classroom, assessing, etc. (Rosyidah, 2011). Thus, microteaching is a learning process implemented as a process of preparing the pre-services teachers to master the pedagogical competence. This program is based on promoting students' performance such a way to accomplish the components of the learning process so that the pre-services teachers can master each component individually in simplified or minimized situations. Furthermore, the objectives of microteaching program are to improve the pre-service teacher's pedagogical competence, which means mastering some basic skills of teaching. Such skills include introductory and closure skills, classroom management, reinforcement, group and individual teaching, questioning, explaining, teaching variation, and assessing (Saud, 2009).

Microteaching is conducted to form a professional teacher. As stated in the national regulation for the teachers and the lecturers that teachers must have competence in the field. Competence is a set of knowledge, skills and behaviors that must be owned, internalized, and mastered by teachers of English in carrying out their professional duties which include pedagogical, social, personal, and professional. Pedagogical competence covers the ability to understand students, designing and implementing the learning, and evaluating learning outcomes as well. Social competence includes procedures for teacher community and cooperates effectively with all elements of education. Professional competence is the ability to analyze, develop, and evaluate and the effectiveness of the learning process and learning innovation. Meanwhile, personal competence includes the ability to be mature, wise, dignified, noble, be a good role model, be polite, and have a work ethic and professionalism of high responsibility.

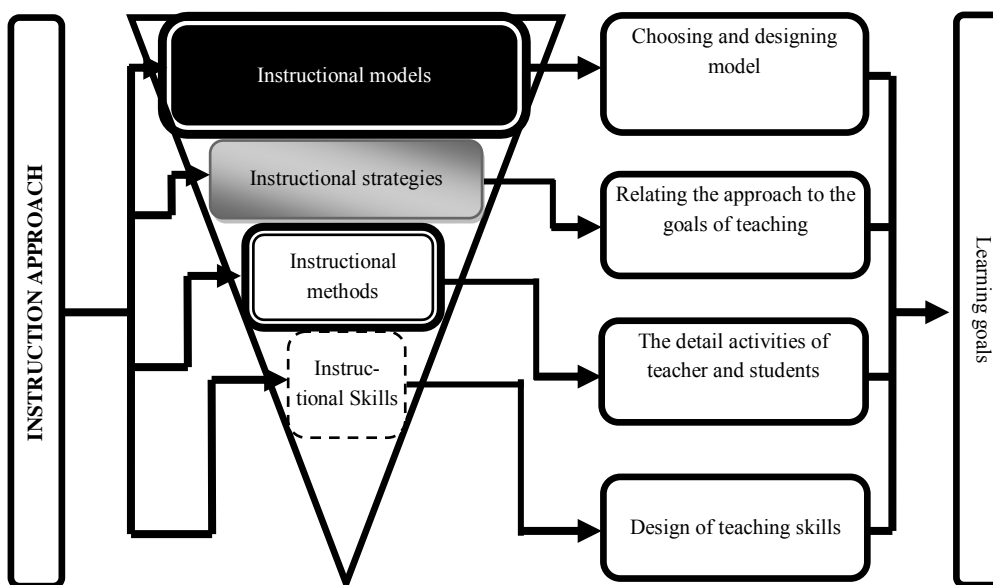
However, the facts show that Indonesian pre-services teachers are still having some problems on their pedagogical competence. Based on the results of the interview and the observation on the microteaching program of the pre-service teachers, it can be said that the pre-service teachers are having experienced problems to achieve the objectives of the class. Based on the data gained from stakeholders, namely the schools where students carry out the teaching practice, it shows that students are less skilled in managing learning period. They are still having problems in terms of managing for each sub-activity which is included in the lesson plans they have made. This resulted in ineffective learning activities so that the learning objectives as stated in the lesson plan are not achieved. In addition, there are still many students who are having problems in developing methods and learning models. Most of the students are still often using conventional methods such as one-way lecturing and student-centered learning. Furthermore, there are still many students who have not been able to use the learning media well. Moreover, they are also still having problems with mastery of classroom language so that the instructions given are difficult to understand.

Based on the observation of microteaching class, interviewing the students, as well sharing with the lecturers, it is found that the problem arouses since the students are still less confident in carrying out their teaching practice. It results in the lack of mastery of the class. Secondly, the supervising process of the microteaching program by the lecturers is still not running well. This happens because of the limited time available for guiding the large number students. As a result, students are still having many difficulties in various ways. For example, they are still having difficulties in designing the lesson plan and implementing the model of specific learning.

To solve the problems, an instructional approach is proposed. An instructional approach is an approach to education that is used to convey the knowledge into the learning process (Petrina, 2000). It is characterized by certain regularities in the ways in which teachers and students interact with each other and with instructional materials that can be described,

evaluated, and replicated (Cohen dan Ball, 1999). To implement the instructional approach actively, Glickman (1991) states that effective teachers do not use the same set of practices for every lesson. Instead, what effective teachers do is constantly reflect about their work, observe whether students are learning or not, and, then adjust their practice accordingly. Therefore, Corcoran dan Silander (2009) suggest that a highly effective instructional approach or "best practice" is one that results in measurable improvements in performance on examinations or standardized tests. In addition, effective teaching is not a set of generic practices, but instead is a set of context-driven decisions about teaching.

From the concept of Instruction Approach Framework, the implementation of the instructional approach in microteaching classes is divided into 4 phases namely preparation stage, pre-activities stage, whilst-activities stage, and post-activities stage. In the preparation stage, students are required to identify the skills and appropriate activities, and analyze student competencies, linguistic skills, learning objectives, learning indicators, and understand the characteristics of students to design appropriate strategies; select models of learning (learning approaches, teaching methods, and learning technique); relate the approach with learning objectives; design learning activities between teachers and students, students and students, and students with materials in line with the objectives and learning model; and develop detail script or scenario which covers eight basic skills of teaching. In pre-activities stage, the student should consult the result of analysis, approach, detail activities and scenario to the lecturers; revising the document, and do the final consultation for activities. In whilst stage, the student should apply the 8 basic skills of teaching and make it appropriate for the scenario that has been consulted and select appropriate solutions based on the theory of 8 teaching basic skills to problems that arise accidentally during the learning process. In post activities, the lecturers give an evaluation of the teaching process and provide feedback on eight basic skills of teaching. Those explanations are clearly shown in Figure 1.



## METHOD

A case study is implemented to five classes of microteaching consisting of 53 pre-service teachers. The research data were obtained through questionnaires, observation, and interview. The data validity was strengthened by conducting intensive long-term participant involvement in producing a complete and in-depth understanding of field situations, triangulation to collect converging evidence from different sources by applying either the technique triangulation and data source triangulation, and testing rival or competing explanations. Data analysis was performed by applying Interactive Analysis Model (Miles, Huberman, and Saldana, 2014) namely data condensation, data display, and conclusion drawing/verification.

## FINDING AND DISCUSSION

The results of this study showed that by using this model, instructional practices of microteaching can be carried out smoothly. The Lesson Plan is made through the consultation process so the microteaching is well organized. On the other hand, 9.1 % of respondents stated that the learning process by implementing instructional approach is not good enough because the process of drafting and consultation requires great effort and time. (2) Respondents' interest in participating class microteaching is good. A total of 81.8 % of respondents used instructional approach models because this model strengthens their abilities in formulating the detail activities, provides innovation in classroom activities and determine the appropriate indicators of English skills. On the other hand, 18.2 % of respondents stated that less interested in following the learning process with this model. The model is quite difficult to adjust schedules due lesson plans consultation with the teacher. (3) Teaching activities in microteaching-based instruction detail. A total of 90.9% of respondents stated that there is activity in the model to support their innovative activities in the classroom. In addition, each step also improves the students' pedagogical ability. (4) Respondents noted that this model makes teaching process is more interesting, they are able to increase the knowledge of students in designing innovative and active learning, they can arrange suitable indicators, they can make good assessment and evaluation in line with certain skill, and they get an easier ways to develop a learning scenario.

The result of the observation on the pre-service teachers' pedagogical competence on microteaching class shows that they are good in the introductory and closure skills including attracting students attention on brainstorming activity, positioning, choosing the appropriate activities to the topic, summarizing the learning, and giving homework. In addition, it also good in the classroom management including handling group work activities, giving clear instruction, handling possible actions bothering the class, and giving attention to the students. Explaining skills of the pre-services teachers are also improved in terms of using an effective classroom languages, providing lots of relevant examples, and giving specific feedbacks. Those happen since the pre-services teachers are doing the stages of the instructional method which lead them into peer-discussion toward lesson plan and also expert consultation/ lecturer of designing an interactive and meaningful learning activities. Inkelas, Bach, and Roska (2014) state that student learning is better achieved through a dynamic process that engages student motivation and active learning. It is also supported by Wolfe (2015) who states,

Students engage in learning by constructing group solutions, texts, experiments, or works of art. Effective group work is well planned and strategic. Students are grouped intentionally, with each held accountable for contributing to the group work. Activities are designed so that students with diverse skill levels are supported, as well as challenged by their peers. They are planned around meaningful tasks in the subject area that is conceptually rich, engaging, with multiple entry points.

The pre-services teachers' group and individual teaching skill are also improving in the aspects of providing fun learning activities, encouraging students' participation to argue and finish their task well, giving advice and honor to the students' result, and activities planning.

Instructional skills describe what personalized, learner-centered educators need to do to bring distinctly learner-centered pedagogical techniques into the classroom. These include creating engaging and relevant curriculum, managing classroom dynamics, and using instructional approaches and methods that build toward and assess mastery. (Wolfe, 2015).

The improvement also occurs to the aspects of teaching variation which includes having the variation on intonation, effective sentences, teaching media, teaching technique, and strategy. Last, the instructional approach also improves students skill on doing assessment including aspects of paying attention to students who experience difficulties, conduct assessments to students about what has been received, finding the source of the trouble, and conduct activities to address the difficulties.

Hence, the challenges are on questioning and reinforcement. The challenges on questioning skill include providing information to be a reference question, convergence towards

an answer which is requested, and the provision of guidance. While the challenge on reinforcement includes reinforcement by approaching the students and by having fun activities.

## CONCLUSION AND SUGGESTION

The application of instructional approach on microteaching class eases the process of preparing lesson plans, implementing and evaluating learning, and also strengthen the pre-services teachers' pedagogical competence in the aspects of introductory and closure skills, explaining, group and individual teaching, and teaching variation, classroom management, and assessing. Hence, they cannot accommodate the aspects of questioning and reinforcement well. In relation to this, it is suggested to the microteaching lecturers to use this approach in the microteaching class. On the other hands, they need to focus more on those two challenges, they are questioning and reinforcement so that they can develop those two aspects in order to meet the professional tasks of the teaching profession competently.

## REFERENCES

- Allen, D. W. & Wang, W. P. (1996). *Micro-teaching*. Beijing: Hsin-Hua Publishers.
- Baytekin, Ç. (2004). *Learning Teaching Techniques and Material Development*. Ankara: Anı Yayıncılık.
- Cohen, K. D. & Ball, L. D. (1999). *Instruction, Capacity, and Improvement. Consortium for Policy Research in Education*. Pennsylvania: Graduate School of education press.
- Corcoran, T. & Silander, M. (2009). Instruction in High Schools: The Evidence and Challenge. *The Future of Children*, Vol. 19 No. 1 Hal. 157-183.
- Dick, W. & Carey, L. (1990). *The Systematic Design of Instruction: Third Edition*. New York: Harper Collins Publishers.
- Dongsong, Z. (2005). Interactive Multi-media-Based E-Learning: A Study of Effectiveness. *The American Journal of Distance Education*. New York: Lawrence Erlbaum Association, Inc.
- Glickman, C. (1991). Pretending Not to Know What We Know. *Educational Leadership*, 48, 4-10
- Inkelas, Bach, Roska. (2014). Introducing and Assessing Learner-Centered Principles To and Among the Next Generation of College Professors. *Conference on Higher Education Pedagogy. February 5-7, 2014*. The Inn at Virginia Tech and Skelton Conference Center Virginia Tech, Blacksburg, Virginia
- Miles, Huberman, and Saldana. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. USA: SAGE Publications, Inc.
- Palmer, A. P. (2003). *50 Pemikir Pendidikan: Dari Piaget Sampai Masa Sekarang*. Yogyakarta: Jendela.
- Petrina, S. (2004). The Politics of Curriculum and Instructional Theory: Critical Problems, Projects, Units, and Module. *Interchange*, vol. 35 no. 1 p. 81-126.
- Rosyidah, A. (2011). *Urgensi Micro Teaching sebagai Upaya Meningkatkan Kompetensi Guru Peserta Diklat Guru Mata Pelajaran Bahasa*. Surabaya: Balai Diklat Keagamaan.
- Saud, U. S. (2009). *Pengembangan Profesi Guru*. Bandung: CV. Alfabeta.
- SUCIU, Andreia Irina and MĂȚĂ, Liliana, (2011). Pedagogical Competences – The Key to Efficient Education. *International Online Journal of Educational Sciences*, 2011, 3(2), 411-423. [www.iojes.net](http://www.iojes.net)
- Wolfe, E. R. (2015). *Educator Competencies for Personalized, Teacher-Centered Learning*. Boston: Job for the Future and the council.

# COLLABORATIVE WRITING STRATEGY TO IMPROVE STUDENTS' WRITING ARGUMENTATIVE ESSAY

**Umdatul Khoirot**

umdatul@stkippgritulungagung.ac.id  
STKIP PGRI Tulungagung, Indonesia

**Rosanita Tritias Utami**

[rosa.utami@stkippgritulungagung.ac.id](mailto:rosa.utami@stkippgritulungagung.ac.id)  
STKIP PGRI Tulungagung, Indonesia

## ABSTRACT

*Writing is one of skills in Learning English; and in learning writing; it needs strategy to stimulate students to write. This research examines collaborative writing strategy in a writing classroom. Since this research is a classroom action research, it is meant to improve students' writing ability. Researchers asked the students to write argumentative essay. Argumentative essay requires students to pick a position. In order to support the students to get information, researcher gives them some articles to read. Argumentative essay also requires more time to effort and thoroughly research the information to support their opinion before the students begin writing. In this case, the students are asked to observe their environment to support their opinion. The theme of this essay is 'Should Students be required to Learn a Foreign Language?' The result from classroom research shows that students' writing is better than before. Finally, it is recommended that collaborative writing be implemented to other text types.*

**Key Words:** *writing, collaborative writing, argumentative essay*

## INTRODUCTION

Considering to the importance of English, Indonesian government gives more attention to it. The government makes English as one of subject matters in education system from junior high school to university. This subject matter has to be mastered by students to improve the quality of human resource. To achieve that, students need to master English language skills (listening, speaking, reading and writing) as well as language components (vocabulary, grammar, pronunciation, and spelling).

For some students, writing is not easy to achieve. In mastering writing skill, many students get difficulties for some reasons, such as they often feel that they do not have idea to start writing, they have no self confidence to express their ideas, or they are afraid that their writing is not understandable. Therefore, writing should be taught in unfrightened ways.

This study focuses on writing, because writing is one of ways to communicate our ideas, thought, and feeling to other people. So, the skill of writing is very important to record our ideas and knowledge. In maintaining writing class to be effective, teacher has to make preparation to the activity that the students have to do; s/he also has to choose the category of teaching. In accordance to that case, the purpose of the study is to stimulate the students to be able to write, to have self confidence in writing, to make sure the students to have understandable writing by using collaborative writing.

## LITERATURE REVIEW

Writing is not as easy as sit down and write. It needs a hard work as Trimmer and Sommers (1984) explained that all writers know the basic frustrations of writing. Furthermore, they also explained that writing is an opportunity to convey something about ourselves, to communicate ideas to people beyond our immediate vicinity, to learn something we did not know. To make useful of the opportunities, we need to develop the confidence to enable us in overcoming frustration to write. It is because writing is a complex skill as said by Heaton (1988) that writing is a skill which is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements.

To make a good writing, there are steps we should know as explained by Zemach and Rumisek (2005). (1) Choose a topic (2) Gather ideas (3) Organise (decide the ideas we are going to use and where we want to use them). It is for brainstorming and drafting (4) Write. Write the paragraph or essay from start to finish (5) Review structure and content. It can be done by the writer him/herself (6) Revise structure and content (7) Proofread. It can be done by our partner or peer (8) Make final correction.

Based on Folse *et.al.* (2004), we can see that letters can be combined into a word, and words can be combined into a sentence. Then, sentences can be combined into a paragraph, and paragraphs can be combined into an essay. A word is a representative of an idea. It is composed of one or more letters. While, a sentence is a collection of words that expresses a complete thought. It minimally consists of *a subject* and *a verb*. Furthermore, it also explains that an essay is a collection of paragraphs that presents facts, opinions, and ideas on a topic. An essay can be as short as three or four paragraphs or as long as ten or more typed pages that include many paragraphs.

The structure of essay can be explained as follow.

Structure	Content	Function
Introduction	<ul style="list-style-type: none"> <li>• Hook</li> <li>• Thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>• Gets readers interested</li> <li>• Gives the main idea</li> </ul>
Body	<ul style="list-style-type: none"> <li>• Topic sentences</li> <li>• Supporting paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Organize the main points</li> <li>• Give supporting information</li> </ul>
Conclusion	Concluding paragraph	Signals the end of the writing

(adapted from Folse *et.al.* 2004: 181)

In writing an essay, we should pay attention on the unity and coherence in order that our writing can be understandable. Based on Zemach and Rumisek (2005), unity in writing is the connection of all ideas to a single topic. It means that in an essay, all ideas should relate to the thesis statement, and the supporting ideas in a main body paragraph should relate to the topic sentence. While, coherence is related to unity. Ideas that are arranged in a clear and logical way are coherent.

There are many texts we can write, one of them is argumentative. Argumentative is a writing to persuade someone the way we do as more explanation delivered by Oshima and Hogue (2006), that an argumentative essay is an essay in which we agree or disagree with an issue by using reasons to support our opinion. It means that there are some specific elements that are needed in an argumentative essay. The first and most important element is the position or what side the writer is on. Next, in order to convince the readers, we need reasons, or why the writer believes the way he or she does. By offering the reasons, we have made the essay more convincing. Then, we need to support the reasons with evidences, or facts and data that support reasons.

Because the goal of argumentative essay is to convince the readers that our opinion is right, we need outlines that possible to use as follow.

Blok Pattern	Point-by-point Pattern
1. Introduction Explanation of the issue Thesis statement  2. Body Block 1 a. Summary of other side's arguments b. Rebuttal to the first argument c. Rebuttal to the the second argument d. Rebuttal to the third argument Block 2 e. Our first argument f. Our second argument	1. Introduction Explanation of the issue, including a summary of the other side's arguments Thesis statement  2. Body a. Statement of the other side's first argument and rebuttal with our own counterargument b. Statement of the other side's second argument and rebuttal with our own counterargument c. Statement of the other side's third argument and rebuttal with our own

g. Our third argument 3. Conclusion-may include a summary of our point of view	counterargument 3. Conclusion-may include a summary of our point of view
---	---

(adapted from Oshima and Hogue, 2006: 143).

Collerson (1988) suggests that we have to give writing as a prominent place in our class for its value as a means of learning and recording, and for the interest that students' writing can generate. Furthermore, we should link writing with reading and speaking as well as engage with experience in the life. So, to avoid students' frustration in writing, teacher should have good strategy such as collaborative writing. Based on Reither (1995), many teachers ask their students to engage in one form of writing as a social namely literal writing and revising together. It means writing as the collaboration is allowed to mean merely writing as literal co-authoring, and the pedagogical focus remains more on the production of texts to be evaluated. Furthermore, he also explains that writing is collaborative, cooperative, and social in at least two ways namely what writing is (when writing begins and ends, or in other words, the process of writing) and in what circumstances writing is collaborative (writing as beginning essentially in other texts and ending when people stop reading and writing). It means that there are many ways in doing collaborative writing.

## METHOD

In logical order to maintain writing class with the purpose of stimulating the students to be able to write, to have self confidence in writing, and to make students having bravery to write, the writer guides the reader from one idea to another in teaching writing.

This is a classroom action research undertaken by teacher who uses her participant status as a basis on which to build skills of observation and analysis as stated by Nunan (1992: 77). In this case, the teacher uses writing as the main skill to be observed and to be analyzed. Furthermore, he also explains that the goal of classroom action research is the process research in understanding of how the social events of a language classroom are enacted. Since the activities done by students, it is a process that the teacher as the researcher observes and analyzes the phenomena and the social events of the language in the classroom. Finally, the teacher as the researcher must present sufficient data for the reader to draw conclusions other than those presented by the writer.

## Teaching Procedure

The teaching procedure used in this study is three phases, they are pre-teaching, whilst-teaching, and post-teaching. The procedure of teaching collaborative writing cannot be handled in one time. It is done three times where the first is preparation time, the second is writing, and the third is revising.

### *Preparation Time*

In pre-teaching of preparation time, the activities are as follow.

1. The teacher asks the students to make groups by themselves, where each group consists of two students.
2. The teacher explains about essay and argumentative essay.
3. The teacher distributes a worksheet to the students.

After all of the groups have the worksheets, the students do the activities in whilst-teaching as follow.

1. Reading the articles.
2. Discussion in making the draft of an argumentative essay.

In post-teaching, the activities are as follow.

1. The teacher checks the draft of the students
2. The teacher closes the class.

### **Writing Time**

In pre-teaching of writing time, the activity is the teacher review the materials.

In whilst-teaching of writing time, the activities are as follow.

1. The students reread the articles.
2. The students reread their draft.
3. The students elaborate their drafts.

After the teacher review to the materials and the activities in post-teaching, she asks the students to type the result of writing, then she closes the class.

### **Revising Time**

In pre-teaching of revising time, the activities are as follow.

1. The teacher review the materials.
2. The teacher asks the students to handle their peer writing

In whilst-teaching of revising time, the students revise their peer writing using Blanchard and Root (2004) revision namely agreement of subjects and verbs, agreement of pronouns and nouns, agreement of possessive and nouns or pronouns, sentence fragments (lack either subject or verb or is not a complete thought), run-on sentences (two complete sentences are written as one sentence), punctuation, capitalization, conquer confusing words (learning the differences in meaning for the commonly confused words), and correcting words.

In post-teaching of revising time, the teacher reminds the students to retype their writing based on their peer editing. Then, the students are asked to submit the writing.

### **Reflection**

The students are force to write with the available topic namely *Should Students be Required to Learn a Foreign Language?* We can see from the activity that the students try so hard to write and are well motivated in writing class. It is because collaborative writing helps the students to stimulate writing. The students are able to write, to have self confidence in writing, and to have bravery to write.

## **FINDINGS AND INTERPRETATION**

Since the beginning, the announcement of the activity, students are trained to be patient and to keep spirit. For, it needs intense action between members of the group. They have to prepare all of the things to get everything run well. At first, the students feel that the task is hard and difficult to do. But, when they finish their task, they have good impression.

By doing collaborative writing, students's interest in writing is different. When the teacher is well-prepared, it will help the students in learning. Starting from the setting of the learning, namely collaboration in writing. Then, teacher also has to prepare the materials to explain, to give proper and sufficient example, and to give the worksheet to guide the students in doing the task.

One of the ways on collaborative writing is the process of writing. Since, the process of writing starts from choosing the topic until making final revision, the process of writing in collaborative writing is also done like this. In the teaching procedure, collaborative writing cannot be handled in one time. It is done three times where the first is preparation time, the second is writing, and the third is revising. Here in the preparation time, students to make groups by themselves, where each group consists of two students. Then, the teacher explains about essay and argumentative essay. After that, the teacher distributes a worksheet to the students. The next activity is the students are reading the articles which is followed by discussion in making the draft of an argumentative essay.

In the second meeting or writing time, the teacher reviews the previous materials and activities. After that, the students reread the articles and the draft. Next, they elaborate their draft into paragraphs. Here, after the students elaborate their writing, their peer have to read and give suggestion what to add and what to omit. In the last session, the teacher asks the students to type the result of writing. Then, she closes the class.

In revising time, the teacher reviews the materials and activities before the students do peer editing. Then, the teacher asks the students to handle their peer writing. After that, the students revise their peer writing using Blanchard and Root (2004) revision namely agreement

of subjects and verbs, agreement of pronouns and nouns, agreement of possessive and nouns or pronouns, sentence fragments (lack either subject or verb or is not a complete thought), run-on sentences (two complete sentences are written as one sentence), punctuation, capitalization, conquer confusing words (learning the differences in meaning for the commonly confused words), and correcting words. In last session, the teacher reminds the students to retype their writing based on their peer editing. Then, the students are asked to submit the writing.

After the teacher get the data, she did reflection. It is seen that the students are force to write with the available topic namely *Should Students be Required to Learn a Foreign Language?* We can see from the activity that the students try so hard to write and are well motivated in writing class. It is because collaborative writing helps the students to stimulate writing. The students are able to write, to have self confidence in writing, and to have bravery to write.

Furthermore, this activity is included to activities that the teacher can do as suggested by Harmer (1983), namely written communicative activity, especially for co-operative writing. It is explained that students write things together; where the process is as important as the actual fact of the writing itself. Furthermore, Ur (1996) also explains that in group work, students perform a learning task through small group. It fosters students' responsibility and independence, can improve motivation, and contribute to a feeling of cooperation and warmth in the class. In addition, Reid (2001) mentions that most English students focus more on classroom community and student's responsibility through peer response activities, students selection of topics and evaluation criteria, and collaborative writing project.

## CONCLUSION AND SUGGESTION

The conclusions of action research can be summarized as follow. (1) Giving topic will help the students to get focus (2) By doing activity in group working, students will have partner in discussion to make them having self confidence in writing (3) Interesting activities can create unfrightened English class (4) The implementation of collaborative writing can stimulate students to write which can improve students' writing (5) The implementation of collaborative writing make the students know how to write understandable writing.

Although collaborative writing is one of alternative strategy in writing class to be unfrightened, but it is time consuming. It needs more patience not only from teacher, but also the students. Furthermore, in peer editing, students should master the grammar well such as agreement of subjects and verbs, agreement of pronouns and nouns, agreement of possessive and nouns or pronouns, sentence fragments (lack either subject or verb or is not a complete thought), run-on sentences (two complete sentences are written as one sentence), punctuation, and capitalization.

## ACKNOWLEDGEMENT

We thanks to all of the students who participated in this study, we also thanks to the Head of Department for supporting the study.

## REFERENCES

- Blanchard, Karen and Root, Christine. 2004. *Ready To Write More*. USA: Pearson Production.
- Carter, Ronald and Nunan, David. 2001. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press.
- Collerson, John. 1988. *Writing for Life*. Australia: Australian Print Group.
- Folse *et.al.* 2004. *Great Paragraph*. Boston: Heinle.
- Harmer, Jeremy. 1983. *The Practice of English Language Teaching*. London: Longman.
- Heaton, John Brian. 1988. *Writing English Language Tests*. Hongkong: Longman Group.
- Nunan, David. 1992. *Practical English Language Teaching*. New York: Mc.Graw-Hill.
- Oshima, Alice and Hogue, Ann. 2006. *Writing Academic English*. London: Longman.
- Reither, James A. 1995. *Literacies and Education: Writing*. Australia: Deakin University.
- Trimmer, Joseph F and Sommers, Nancy I. 1984. *Writing with a Purpose*. USA: Houghton Mifflin Company.

Ur, Penny. 1996. *A Course in Language Teaching*. Cambridge: Cambridge University Press.  
Zemach, Dorothy E and Rumisek, Lisa A. 2005. *Academic Writing: From Paragraph to Essay*.  
London: MacMillan Education

# DEVELOPING CRITICAL THINKING THROUGH MIND MAPPING IN A CONTENT SUBJECT CLASS

**Yulia Indarti**

Universitas Airlangga, Surabaya, Indonesia

[yuliaindarti@yahoo.com](mailto:yuliaindarti@yahoo.com)

## ABSTRACT

*Teaching content subjects can be a complex matter particularly when it is conducted in a big class. There are times when a lecturer finds it difficult to ask students to read the materials prior to the class and when teacher-centered method is considered to be a less effective technique to apply. As one chapter relates to the next, students will find it more difficult to understand if they do not comprehend the concepts of the previous chapter. This paper presents mind mapping as a teaching technique used by a lecturer in English Phonetics and Phonology class, one of the compulsory content subjects in English Department, Universitas Airlangga. The ultimate goal is to enhance students' ability to think critically in the class. The method used is by asking the students to work in groups and draw a mind map which they have to present. Dividing 48 students into 10 groups, the lecturer randomly points the group to present every week. Following the presentation is the question and answer session, and the assignment session. In the first session, the peers ask questions to the presenters while in the latter session, the lecturer gives critical questions which are answered by the members of the presenting groups. The results show that students get better understanding about the course which can be measured from enhancing their skills in reading, writing, planning, solving problems, preparing the presentations, and speaking in public.*

**Keywords:** *critical thinking, mind mapping, content subject*

## INTRODUCTION

The general perception regarding the target audience of foreign language teaching is that it is usually represented by various types of age ranging from young learners, adolescents, and very young adults. Consequently, if most students' position is occupied by adult learners, the teaching process is regarded to be more problematic (Cozma, 2015). Such problems also occur in content-subject classes at university with a large number of students. Many students think that the content subjects are difficult and scary courses.

One of the content subjects offered by the Department of English at Universitas Airlangga for the third-semester students is English Phonetics and phonology. The course includes two branches of linguistics namely phonetics and phonology. Phonetics is taught in the first half of the semester while phonology taught in the second half of the semester after the midterm. This class is considered a big class as it has more than 40 students. Such problems arising in the classroom is that the students generally do not read the lecture material before coming to the class. Furthermore, they often cannot ultimately understand course material and quickly forget the material that has been explained by the lecturer if they do not prepare beforehand. As the course of English Phonetics and Phonology is a course with mutual sustainable branches of linguistics, they will find it hard to learn phonology if they do not understand the basic concepts in phonetics.

Mind mapping can be used as an alternative to solve the problems mentioned above. According to Budd (2004) a mind map is an outline in which the major categories radiate from a central image and lesser categories are portrayed as branches of larger branches. Furthermore, for Kisicek, et al (2010) designing educational contents in and for the electronic environment with the help of information technology was a great opportunity to involve students in a creative learning process. The researcher suggests that using mind maps in teaching and learning English will be useful for both lecturers and students as the amount of information increases and our brain, that does not work in a linear way, will not perceive even a small part of it.

## METHODS

This qualitative study was aimed at enhancing students' ability to think critically in English Phonetics and Phonology classroom. Prior to taking this compulsory course, all of the English Department students are to take an introductory course of general linguistics. Therefore, they had already been given knowledge of initial concepts in English phonetics and English phonology.

The data were taken in even academic year of 2015/2016 which was from September 2015 until November 2015. Having been given knowledge on how to make a mind map, the students had to draw it in groups. We tried to follow Buzan's recommendations (Buzan, 1993) and used a central image, more than three colors, graphic images, different size of font, thickness of the lines and the scale of the graphs to make a clear mind map. The participants of this research were 48 students taking this course in their fourth semester. Since there were 10 chapters which had to be accomplished in one semester, the participants were divided into 10 groups.

The steps taken were as follows. Firstly, the lecturer pointed randomly one group each week to make a mind map presentation. Then, audiences were given a chance for the question and answer session which was further continued by the lecturer to give critical questions to check the presenters' understanding about the material. The next step was the time for the lecturer to explain the whole material. Having been explained the course, the lecturer gave an assignment to the students to do in groups. The assignments varied from doing reading checklist, answering short questions, and discussing the issues. At the end of the semester, a questionnaire was distributed to all participants to measure the effectiveness of mind mapping.

## FINDINGS AND INTERPRETATION

This section describes the results of analysis and interpretation of the mind maps that have been written by students of the English Phonetics and Phonology class. The following figure is chosen as a sample of mind maps drawn by the students.

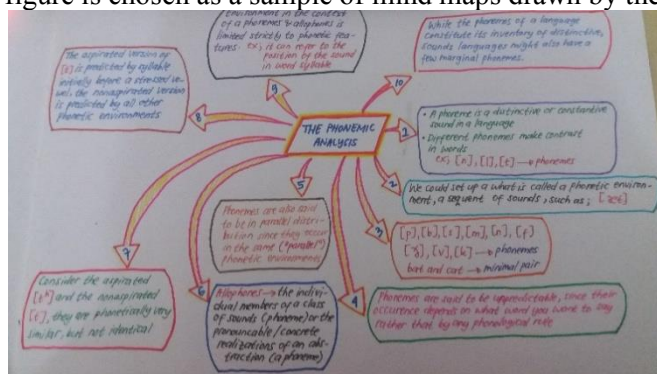


Fig 1 A mind map of the Phonemic Analysis

Figure 1 shows that a mind map was made regarding the phonemic analysis. The map starts from definition of what a phoneme is. Then the next idea goes to a test that can be used to determine whether a sound can be categorized as a phoneme or an allophone by explaining a phonetic environment in the context, namely distribution parallel or complementary distribution. Therefore, the sounds are considered as a minimal pair or not. The map also shows examples of sounds which are indicated as phonemes or allophones.

Forty eight English Department students implement mind mapping as an active learning strategy to obtain their educational objectives. The results of the study show that about 80% of students have enlarged their skills in reading, writing, planning, solving problems, preparing the presentations, and speaking in public. All participants are satisfied by the results of their work. 87% of the participants prefer to use mind maps to capture the lecture material than simply read long and boring texts. There are only 2% of students finding it a bit hard to draw a mind map.

Some students are concerned that they cannot draw well to illustrate the meaning of critical thinking. Mind mapping helps them to explore the concept and its associations in an organized, colorful, vivid, and logical manner. While developing the mind maps, they find themselves scrutinizing the concept of critical thinking by reflecting how they simplify hard key

concepts of English phonetics and phonology. It is to support Picton (2009) that using reflection intensifies the students' ability to express their critical thinking process and expose the concept in a graphic format. Thus, the use of mind mapping techniques in the English Phonetics and Phonology classroom is found to be essential in providing different opportunities for students. Furthermore, the results also show that mind mapping helps the students to keep their ideas focused and to have better understanding of the key concepts. That is to support a study by Davies (2010) which similarly indicates that processing information visually and pictorially facilitates learning.

Students say that small group discussions enhance their learning, while class discussion and explanation by the lecturer give them further understanding of the concepts. In addition, they mention that mind mapping will be advantageous in other courses for note taking. The researcher noted that the students did not lose interest while conducting a central discussion.

## CONCLUSION AND SUGGESTION

The purpose of this descriptive qualitative study is to enhance students' ability to think critically in the English Phonetics and Phonology classroom. Out of the forty eight students taking the course in their fourth semester, 80% of students have enhanced their skills in reading, writing, planning, solving problems, preparing the presentations, and speaking in public, while 87% of the participants prefer to use mind maps to study the lecture material than only read long and boring texts. Furthermore, there are only 2% of students finding it hard to draw a mind map.

Some students say that mind mapping helps them to understand the concept and its associations in an organized, colorful, vivid, and logical manner. They also mention that it can make them examine carefully the concept of critical thinking simplifying hard-to-understand key concepts of English phonetics and phonology. Furthermore, they argue that small group discussions enhance their learning, while class discussion and explanation by the lecturer give them further understanding of the concepts.

## REFERENCES

- Buzan, T., & Buzan, B. (1993). *The Mind Map Book: How to Use Radiant Thinking to Maximize Your Brain's Untapped Potential*. New York: Plume.
- Cozma, Mihaela. (2015). The Challenge of Teaching English to Adult Learners in Today's World *Procedia - Social and Behavioral Sciences, Volume 197, 25 July 2015, Pages 1209-1214*
- Davies, M. (2010). Concept Mapping, Mind Mapping And Argument Mapping: What Are The Differences, And Do They Matter? *Higher Education*, 62(3), 279–301, <http://dx.doi.org/10.1007/s10734-010-9387-6>.
- Kisicek, S., et al. (2010). Designing Educational Contents In and for the Electronic Environment. *Proceedings of the International Conference on Information Technology Interfaces, ITI*, 367-371. <http://www.scopus.com/inward/record.url?eid=2-s2.0-77957201414&partnerID=tZOtx3y1>.
- Picton, C. (2009). Editorial Mind Maps: Reflecting on Nature. *Emergency Nurse*, 17(2), 3

# TECHNOLOGICAL TOOLS FOR ENGLISH LANGUAGE TEACHING FLIPPED CLASSROOMS

**Atiqah Nurul Asri**  
State Polytechnic of Malang  
atiqah.na@gmail.com

**Dyah Rochmawati**  
PGRI AdiBuana University of Surabaya  
dyra.hadi@yahoo.com

## ABSTRACT

*The present paper brings to light the importance of using technological tools to enhance university or college students' English language skills. All software development today provides the communication facilities available to them through internet, their access to a variety of websites being carried out in English. This enables them to use English in a wide variety of situations combined with a flipped classroom to leverage technology to build a student-centered learning environment that meaningfully engages the cultural context in which they live. The tools include the websites (web 2.0), for instance, Allthink, Kidblog, Glogster, VoiceThread, and Educanon, as well as multimedia software to create videos such as Camtasia, Adobe Premiere, and Windows Movie Maker. With this flipped classroom, both teachers and students are more involved in practice activities which are done in class, rather than for homework. This allows teachers to see exactly where students struggle and adjust their teaching accordingly.*

**Keywords:** *technological tools, English Language Teaching (ELT), flipped classroom*

## INTRODUCTION

The development in teaching and learning practices nowadays can be caused by the rise of technology utilized in the classrooms which has consequently proven to be a great challenge to the teachers. In order to adjust their teaching practices, teachers are required to have capability in the field of technology and it probably implies a major shift in their teaching and learning classroom practices. In other words, it is suggested that teachers should open mindedly re-evaluate their teaching styles and adapt them with the needs of incorporating technology in their teaching, applying its advantages towards achieving learning objectives in order to create better learning opportunities for their students (Koehler, Mishra, Hershey, & Peruski, 2004). Moreover, it is such a fact that teaching at present can the least be compared to teaching in the past with its approach, aims, and objectives. Students tend to learn more by doing and by being involved than by listening to their teacher passively. Therefore, in order to accommodate the needs of students who learn differently, teachers are supposed consider adjusting their pedagogical approach [alongside with the advent of the technology] and creating better learning environments that allow for all the different needs to be met (Farah, 2014).

One of the recent innovative models of teaching is flipped classroom, also known as inverted classroom and classroom flip. There are so many definitions of a flipped classroom. According to Bergmann and Sams (2012:13), a flipped classroom can be described as a setting that "which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class". In a normal student-centered classroom, students learn the theoretical concepts inside the class borders and apply them at home through assigned homework activities, increasing the chances of the students giving up if the task seems too difficult for them. Furthermore, Lage, Platt, and Treglia (2000:32) state that "inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa". In this case, a flipped classroom allows the students remotely access pre-prepared digital lecture materials viewed at home in advance of class, and

in-class time used to work through problems, advance conceptual knowledge, and engage in peer-centered learning activities (Hanover Research, 2013). Thus, the classroom flip is noted as an innovative classroom structure that “moves the lecture outside the classroom via technology and moves homework and practice with concepts inside the classroom via learning activities” (Strayer, 2007).

As indicated by the previous explanation, it is implied that the flipped classroom model may include any use of internet technology to improve the learning in a classroom. Accordingly, changing the methods of teaching, such as a flipped classroom, is necessary since online learning allows more individualized and modeled learning. Besides, the idea of the flipped classroom is one way of using blended learning that involves using a combination of face-to-face interactions and online interactions in the same course, to facilitate how students access information and can acquire more from the lessons by being more involved in the learning process (Anderson, 2012). By doing so, the learning experience is transformed and moved from inside the classroom borders, and it provides teachers a new model of teaching to stimulate students’ engagement, motivation, and autonomy (Farah, 2014).

Furthermore, Farah (2014) points out that a flipped classroom is likely to direct to more productive learning outcomes and allows class time to be utilized for practical learning instead of focusing on the teaching. In addition, Basal (2015) argues that the flipped classroom is apt to be considered since it serves the principles of personalized-differentiated learning because it allows the students to learn at their own pace. Besides, it establishes student-centered instructions since the role of the teacher is as a facilitator and an observer, the students can make use of the most time in the classroom by actively participating in engaging learning activities. Finally, it applies the constructivist approach since the students are the ones responsible for their own learning and are given a variety of hands-on activities, group work, and interactive discussion to promote much more meaningful learning (Rajesh, 2015).

In the teaching of language, ELT teachers possibly implement flipped classroom model in their lessons. Flipping an ELT classroom enable the teachers to concentrate more on helping students develop their communication skills. Besides, they can spend more time interacting with the students instead of lecturing. Students have more time to involve in actual, meaningful interaction in the target language in class, and their teacher have more time to give feedback and assistance in a way that suits their learning pace and style. As it is suggested by Anderson (2012) flipped classrooms are effectively applicable at English language skills. In addition, such teaching materials as introduction of culture, language use, rules, and some explanations can easily be done using the flipped approach then practiced more thoroughly in the classroom. The teachers may take any suitable materials available on the web that provide more complete explanation than those provided by textbooks, and share the link to the students. Then the students may ask questions in the class just before they begin to work with the lesson individually or in a group.

The present paper addresses how the Flipped Classroom could support development of students’ English proficiency through various technological tools and could as well enhance students’ motivation and autonomy and address individual needs. The key factor behind this literature study is related to the increased need of transforming the educational approach in a highly technological environment, and to equip students with better language competency in a limited period of time. In addition, this study may possibly constitute a call for researchers to exploit the teaching method in other areas of language learning. Finally, as suggested by Farah (2014) the blended flipped approach might be potentially more motivating and promising for today’s learners.

## **TECHNOLOGICAL TOOLS FOR ELT FLIPPED CLASSROOM**

The flipped classroom has been made popular by Salman Khan and the Khan Academy and is based around the concept of students getting the input they would traditionally receive from the lecture or lesson in the form of videos or set texts that they study before class. Then in the classroom they do more practical work (similar to the kinds of tasks they would usually do as homework) while the teacher monitors and acts as support. ELT teachers are one group of educators exploring the flipped classroom. In foreign language classes, such an approach may

offer great benefits for both the teachers and students since classroom time can be applied to more interactive tasks. A flipped classroom may bring many benefits for ELT teachers, including videos of real lifesituations where students can listen to native speakers and teachers can take advantage of ready-to-use rich content (Basal, 2015). By reversing the traditional lesson and by blending the learning the aim is spend more time on productive language skills in class, such as speaking skills (Silva, 2015).

The flipped classroom differs from the traditional classroom. In a traditional instructor-centered classroom, the teacher delivers lectures during class time and gives students homework to be done after class. In a flipped, or inverted, classroom, things are done the other way round: the teacher “delivers” lectures before class in the form of pre-recorded videos, and spends class time engaging students in learning activities that involve collaboration and interaction. Passive learning activities such as unidirectional lectures are pushed to outside class hours, to be replaced with active learning activities in class (Mok, 2014). This is shown in Figure 1.

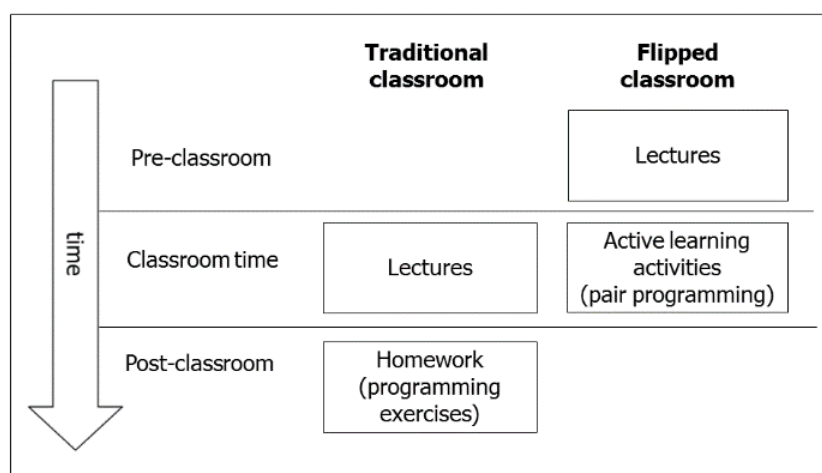


Figure 1. The difference between traditional and flipped classrooms

Since technology is integrated into the flipped classroom, a variety of technological tools may be applied for ELT flipped classrooms through the use of lecture capture technology (McCallum, et. al., 2015). They include such Web 2.0 tools as *Allthink*, *Kidblog*, *Glogster*, *VoiceThread*, *Engrade*, *Dropbox*, *Edmodo*, *Educrations*, *GlogsterEdu*, *Screencast*, *Socrative*, *Teaching Channel*, *Facebook*, *Twitter*, *You Tube*, and *EDUCANON*. Besides, since most teachers make use of videos in applying flipped classroom, such multimedia software as *Ezvid*, *Camtasia*, *Windows Movie Maker*, and *Adobe Premiere* are also needed to combine audio and visual files.

#### **Allthink**

*Allthink* (<https://www.allthink.com/>) is a community for the free exchange of ideas. It is almost the same as *Twitter* and *Facebook* which commonly use such characters as @a username to mention the username and send a notification of the thought and hash #tag will list the thought on that hashtag's page, which is viewable at [allthink.com/~hashtag](https://www.allthink.com/~hashtag). Teachers can simply sign up the web by filling in their email address, username, and password. Once they sign in, on *Allthink's* home page, the teachers can watch a tutorial and view previously made lessons (by other users). They might even just choose one to use for their students; yet, none of those are what they are looking for, they can create a new lesson. They may also add files such as video, PowerPoint, document, image, or text for students to view at home. After they finish uploading the files, the students are given the link to access the material outside the class. Besides, they can create a short quiz and view the results of the quiz to see how well students mastered the material before heading into the next class.

#### **Kidblog**

*Kidblog* (<http://kidblog.org/>) is a blog to get students write in class. As it is written on its homepage, this blog offers features which are safe, simple, authentic, and transformative. It is

safe because it provides teachers with tools for students to publish safely their writing online and help the teachers monitor them. Besides, the blog is simple since it provides a user-friendly features both for the students and the teacher. It is authentic because the students are motivated to write for the authentic audience not only their classmates and teacher but also any computer users that happen to access the blog. Finally, the blog is said to be transformative because it suits the teaching of writing where provides such writing processes features as pre-writing, drafting, revising, editing, publishing, and commenting.

In addition, it enables the teachers or students to add image (photos or pictures) with the option to increase their creativity through the different images and formatting choices. Also, it provides a way for instruction to be personalized for each student. Giving students options empowers them in their choice for writing, and leads to a more engaging and fun learning experience through this blogging.

In order to access the blog, teachers may sign up for free membership (but only for 30-day-trial) using their google account or simply fill their name, email address, and password in the sign up page. After that they can create class and use it. Moreover, to extend their membership, the teachers need to pay.

### ***Glogster***

*Glogster*(<https://www.glogster.com/>) is a Web 2.0 tool that allows users to create virtual or online multimedia posters combining text, audio, video, images, and hyperlinks and to share them with others electronically. It helps teachers create and share educational content in the form of a “glog” (an interactive poster) using text, audio, video, images, graphics, drawings, and data. They can set up private virtual classrooms and monitor student activity in a safe environment. The teacher can sign up for free (only 7 days) by using their *Facebook* account or email.

### ***VoiceThread***

*VoiceThread* (<https://voicethread.com/>) creates and shares dynamic conversations around documents, snapshots, diagrams and videos. It is a cloud application, thus it does not require software to install in PC, just access the website. The only system requirement is an up-to-date version of *Adobe Flash*. However, the mobile version, *Voice Thread Mobile* is also available in *Google Play Store* (for Android mobile) and *Apple Store* (for iOS mobile). *VoiceThread* will work in any modern web browser and on almost any internet connection. With this application, users (the teachers and the students) can upload images, audio files and videos, documents, and presentations and share them with specific people or the entire world to comment and discuss.

### ***Dropbox***

*Dropbox* ([www.dropbox.com](http://www.dropbox.com)) is an online storage where user stores and shares materials safely. Teachers can create a classroom folder for students to download materials and submit the assignments and homework. Users (teachers and students) just create an account for free and is given 14 MB capacity of the storage.

### ***Edmodo***

*Edmodo*([www.edmodo.com](http://www.edmodo.com)) is a global education network that helps connect all learners with the people and resources needed to reach their full potential. It is created to help teachers set up their classroom, find teaching resources, invite students to join, deliver assignments (including watching videos), and track student progress. Besides, it allows parents to join and keep up with their children’s progress as well. This application is connected to other applications such as *Facebook*, *Twitter*, *Educreations*, and *Pinterest*.

### ***Educreations***

*Educreations*([www.educreations.com](http://www.educreations.com)) facilitates teachers to create dynamic video tutorials for students to access anytime. Besides, there are also features to import documents and pictures from user’s *photo library*, *Dropbox* and *Google Drive* to display a custom map, to insert any webpage, and snap a photo or search the web for the perfect image.

### ***Screencast***

*Screencast* ([www.screencast.com](http://www.screencast.com)) captures output from a computer screen as video. With an audio narration, *Screencast* is a simple way for teachers or students to record thoughts or explanations.

### ***Facebook, Twitter, and YouTube***

*Facebook* and *Twitter* nowadays have become popular among internet users all over the world and instead of using them as media to interact with others, some teachers and researchers use them as teaching learning media and have found quite effective in improving student's language skills. These media also enable the teachers and the students build their own personalized learning network.

### ***EDUCANON***

*EDUCANON* (<https://www.educanon.com/>) enables teachers to actually insert, in the video, multiple choice questions that will pop-up at particular points, determined by them. They can then check who did it and how well they performed as they are provided with a list of names and a spreadsheet marked *Red*, *Green* or *Grey* according to *Wrong*, *Right* or *Not Answered* questions. By having this general list they can assess what topics and students need additional work (Silva, 2015).

### ***EZVID, Camtasia, Windows Movie Maker, and Adobe Premiere***

*EZVID* ([www.ezvid.com](http://www.ezvid.com)) is a fast and modern freeware screen recorder and movie maker for Windows 7, XP, and Vista. It is used to screencast, write text, add images, videos or music and include narration using teacher's voice or not. It imports images and video, and uploads directly to YouTube.

Similar to *EZVID*, *Camtasia*, *Windows Movie Maker*, and *Adobe Premiere* are such video maker software and can be downloaded for free. All teachers simply need is a camera, which is nowadays integrated in their smart phone and everybody seems to have it. Yet, for better video quality indeed needs a high quality camera.

## **CONCLUSION AND SUGGESTION**

From the previous discussion, it can be concluded that as technology becomes increasingly common in instruction at all levels of education from kindergarten to college, the modern classroom is developing. The traditional teacher-centered classroom is falling away to give students a student-centered classroom where collaborative learning is highlighted. One way educators are effectively utilizing online learning and changing the way they teach is by flipping their classrooms. It is called the flipped class because what used to be class-work (the "lecture/presentation") is done at home via teacher-created videos and what used to be homework (assigned problems) is now done in class. Teachers of ELT may embrace this approach to teaching and learning within the context of teaching English as a foreign language. The advantage of this approach is that students are able to 'practice' and 'reflect' with a teacher close by, so they are more likely to practice collaboration, creative problem solving and effective communication – all skills that are in ever-increasing demand in today's workplaces.

Moreover, it is accepted that technology can provide a self-paced instructional setting that can effectively support mastery learning for students. Additionally, ELT teachers implementing the flipped classroom can add additional supporting elements like assessment for learning, problem-based inquiry, strategies for differentiation, and can create, overall, an environment for instruction that is more flexible than traditional classroom settings. Besides, ETL teachers need to consider interactive instructional videos, increased in-class learning activities, and alterations to assessment (Johnson, 2013).

In addition, as suggested by Basal (2015) ELT teachers willing to implement flipped classroom should "take into accounts their students' learning styles, learn to use basic technological tools, plan in detail what to do both inside and outside the classroom, choose appropriate activities based on the learning styles of students, use a great variety of activities to

engage all students, incorporate appropriate Web 2.0 tools, and use an LMS (learning management system) to integrate activities inside and outside the classroom.

Finally, today's challenging higher education environment asks colleges and universities to prove the value of their education; as a result, high impact initiatives in teaching and learning have become imperative. These initiatives include active and collaborative learning, student-faculty interaction, enriching educational experiences and challenging academic programs. Alongside with the technology development, flipped classroom is an approach that embraces these well studied academic components. As it is found out by Basal (2015) on his research, a flipped classroom offers some good impact for the ELT classes since it gives some chances for personalized learning and more student-centered learning, creates a persistent connection between student and teacher, and motivates students to learn. Besides, the students are provided with a learning environment full of familiar tools and variety in lecture content accommodated their different learning styles. It is indeed imperative that ELT teachers consider the implementation of flipped classroom; yet, they should also understand the relevant theory- that flipped classroom is not merely uploading videos, familiarize themselves with technology tools to minimize the technological issues, and know their students' needs and interests beforehand.

## REFERENCES

- Anderson, D. (2012). *The Flipped Classroom for ELT*. Retrieved from <http://www.knewton.com/flipped-classroom>.
- Basal, A. (2015). The Implementation of a Flipped Classroom in Foreign Language Teaching. *Turkish Online Journal of Distance Education-TOJDE* October 2015 ISSN 1302
- Bergmann, J., & Sams, A. (2012). Flip your classroom: Reach every student in every class every day. *Eugene, OR: ISTE*. Volume: 16 Number: 4 Article 3, p.p. 28-38.
- Farah, M. (2014). *The Impact of Using Flipped Classroom Instruction on the Writing Performance of Twelfth Grade Female Emirati Students in the Applied Technology High School (ATHS)*. Unpublished Dissertation. British University of Dubai.
- Hanover Research (2013). *Best Practices for the Flipped Classroom*. Retrieved from <http://www.hanoverresearch.com/2013/10/best-practices-for-the-flipped-classroom>
- Hartsell, T., & Yuen, S. (2006). Video streaming in online learning. *AACE Journal*, 14(1), 31-43.
- Johnson, G. B. (2013). *Student Perceptions of the Flipped Classroom*. Unpublished Thesis. University of British Columbia.
- Koehler, M. J., Mishra, P., Hershey, K., & Peruski, L. (2004). With a Little Help From Your Students: A New Model for Faculty Development and Online Course Design. *Journal of Technology and Teacher Education*, 12(1), 25-55.
- Lage, M. J., Platt, G. J., & Treglia, M. (2000). Inverting the classroom: A gateway to creating an inclusive learning environment. *The Journal of Economic Education*, 31(1), 30-43. Retrieved from <http://www.jstor.org/stable/1183338>
- McCallum, S., Schultz, J., Sellke, K. & Spartz, J. (2015). An Examination of the Flipped Classroom Approach on College Student Academic Involvement. *International Journal of Teaching and Learning in Higher Education*, Volume 27, Number 1, 42-55.
- Mok, H. N. (2014). Teaching Tip: The Flipped Classroom. *Journal of Information Systems Education*, Vol. 25(1) Spring 2014, p.p. 7-13.
- Rajesh, M. (2015). Revolution in communication technologies: impact on distance education. *Turkish Online Journal of Distance Education-TOJDE*, 16(1), 62-88.
- Shephard, K. (2003). Questioning, promoting and evaluating the use of streaming video to support student learning. *British Journal of Educational Technology*, 34(3), 295-308.
- Silva, C. (2015). 10 tips and ideas for using the flipped classroom in the ELT classroom. Retrieved from <https://www.myetpedia.com/10-tips-and-ideas-for-using-the-flipped-classroom-in-the-elt-classroom/>
- Strayer, J. F. (2007). *The Effects of The Classroom Flip on the Learning Environment: A Comparison of Learning Activity in a Traditional Classroom and a Flip Classroom That Used an Intelligent Tutoring System*. Unpublished Dissertation. Ohio State University.

# THE MEDIATION ROLE OF TASK-SUPPORTED TEACHING IN DEVELOPING SPEAKING SKILL: A SOCIOCULTURAL PERSPECTIVE

**Maully Halwat Hikmat**

*Universitas Muhammadiyah Surakarta*

Maully.Hikmat@ums.ac.id

## ABSTRACT

*This article discusses the result of research on the mediation role of task-supported teaching in developing students' speaking skill. The focus was on the interactional moves taken place among the students in the task accomplishment. The subjects of the study were 16 students of English Department of Muhammadiyah University of Surakarta. They were asked to accomplish three different tasks, namely picture-story telling, information gap and story telling. The conversations were recorded and transcribed. The data were the interactional moves found in the conversation. They were analyzed inductively. The results of study showed that some forms of peer assistance in interactional moves were found in the tasks accomplishment, namely, vocabulary search, co-construction or completion, Recast (peer correction), encouragement, content negotiation, repetition request, peer assistance request, and taking turn request. The results imply that task plays as mediation role as it allows peer assistance to take place in the interaction which can develop students' speaking skill.*

**Keywords:** *Task-supported language teaching, mediation role, interactional move, peer assistance*

## INTRODUCTION

The use of tasks in language teaching has become a big issue in current language teaching practice as one of the forms of communicative language teaching. Tasks both as pedagogic tools and as the general syllabus have been applied and claimed as the activity to make language teaching meaningful, not merely as a set of forms and regulations.

In some countries where English is taught as a foreign language, it is difficult for teachers to adopt task-based teaching and learning so that most teachers in Indonesia adopt a weak form of task based language teaching, that is task is used to support the traditional syllabus. In this case, task is used as pedagogic tool or as stated by Ellis (2003) the weak version refers to 'task-supported language teaching' (see also Samuda, 2008). Task-supported language teaching is task which is used for communicative practice but following a conventional grammar or function-based syllabus. Strong versions, referred to by Ellis (2003) as 'Task-based language teaching' place task as the central unit of curriculum and lesson planning.

Socio-cultural theory as the writer refers to it in this study was generated largely from Vygotsky, a Russian psychologist. Vygotsky's sociocultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky believed everything is learned on two levels. First, through interaction with others (interpsychological level), and then integrated into the individual's mental structure (intrapsychological level). In other words, as stated by Lantolf and Thorne (2007) the sociocultural theory states that our cognitive development processes are products of the society, or culture in which we interact.

Thus, from sociocultural perspectives, learning is mediated by social interaction. Learners' performance depends on individual interaction and tasks rather than on the properties of the task itself (Lantolf & Appel, 1994). Sociocultural theory claims that language learning does not

occur through interaction but while interacting. Before the learners are able to internalize a new function, they first need another person's assistance to succeed performing the new function.

The relation between task and sociocultural theory can be seen by reading Vygotsky and literature on sociocultural theory showing that sociocultural theory has many points of connection and compatibility with TBLT. In relation to language learning, Vygotsky disagreed with focusing on language form stripped from its meaning (Wertsch, 1985, p. 88). In other words, his ideas have a strong congruence with tasks which emphasize combining language form with its meaning (Nunn, 2001). This is consistent with the use of task which puts emphasis on meaning through the use of language. Nunn (2001) mentions three common things shared by Sociocultural theory and Task: 1) an attempt to re-contextualize, 2) the focus of activity or task as a place for studying and developing language, and 3) both focus on meaning.

Lantolf (2000) argues that the most fundamental concept of sociocultural theory is that the higher forms of human mental activity is mediated (p.80). Vygotsky (1987) argued that humans need symbolic tools or signs to mediate and regulate their relationship with themselves and with others. In second language learning Lantolf (2000, p. 80) suggests three types of mediation, 1) social mediation, 2) self mediation, and 3) artifact mediation.

Mediation by others in social interaction; this includes expert-novice mediation, peer mediation, and mediation through L1. Vygotsky (1978, p.57) states that each function in a child's development appears on two psychological planes. First it appears between people on the social level, which he terms the interpsychological (social) plane, and then it appears inside the child on the individual level, which he refers to as the intrapsychological (individual) plane. This development occurs within the Zone of Proximal Development and scaffolding and it is the result of mediation (Frawley & Lantolf 1985, p. 21). This development involves parents, experts (teacher or knowledgeable person) and peers as mediators (see the section on scaffolding discussed later).

In the sociocultural perspective used in this thesis, learning development takes place within the Zone of Proximal Development (ZPD). The transfer of functions which happens from the social plane to the cognitive plane occurs within this ZPD, which is defined as:

The difference between the child's developmental level as determined by the independent problem solving and the higher level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978, p. 86)

The assistance needed by students does not only come from adults (teacher) or capable peers. Peers with lower or equal abilities can also provide assistance within the ZPD (Van Lier, 1996). Leo van Lier (1996, p. 193) argues that, in certain circumstances, conversational interaction among language learners of similar or lower proficiency might be more beneficial than interaction with more capable peers or with native speakers, as it might "encourage the creation of different kinds of contingencies and discourse management strategies."

This article presents a result of study investigating how task plays as mediation role for language learning through the interaction happens during task accomplishment from socio-cultural perspective. In this paper, the writer will describe some forms of peer assistance that take place during task implementation.

## RESEARCH METHOD

The research is qualitative research. The subjects were 16 students of English Department of Muhammadiyah University of Surakarta who were divided into 8 groups. They were given three tasks: Information gap, picture-story telling, and problem solving. The conversations were recorded and transcribed. The data were coded based on the peer assistance found and analyzed

based on the theoretical framework. The credibility of data were maintained by using inter-rater reliability.

## FINDINGS AND DISCUSSION

### 1. Peer Assistance found in interactional moves during task accomplishment

The researcher found some forms of peer assistance in the interactional moves. There were three tasks given. They were information gap, picture story-telling, and problem solving. The subjects were sixteen students. Students' conversation during task accomplishment were recorded. Each interactional move which lead to peer assistance will be presented below, with the students' responses to the move. This enables us to see whether students respond to them positively, resulting in improvement or repair in the utterances.

#### *a. Co-construction or completion*

Co-construction happens when a student cannot complete his or her utterance individually so that help is needed from a peer to finish or complete the utterance. This is the joint creation of an utterance, whether one person completes what another has begun or whether various people chime in to create an utterance (Foster & Ohta, 2005). Co-construction is peer assistance that is most frequently shown by students in Tasks 1 (information gap) and 3 (problem solving). The following excerpts show how students help each other to complete the utterance:

#### **Example 1**

Desy : oh, it's different from me. In this picture, I can look café,  
travel agent, florist,...and...green...green...  
Mira : Green grocer  
Desy : ya...green grocer

Desy cannot complete her utterance so that Mira helps her to complete her utterance. From this assistance Desy then knows the new vocabulary. This co-construction creates language learning if the speaker utilizes the help from the peer to practice speaking or continue her utterance based on the help given. But in the case above, it just maintains the flow of the conversation since Desy simply responds to it by using L1 and thus only gives the comprehension of the problem.

#### *b. Recast (peer correction)*

Recast involves a peer correcting his or her partner (Foster and Ohta, 2005). According to Nicholas, Lightbown, and Spada (2001, p. 732-733), recasts are "utterances that repeat a learner's incorrect utterance, making only the changes necessary to produce a correct utterance, without changing the meaning." In other words, conversational interaction may facilitate L2 learning because it constitutes a context in which L2 learners' attention is directed toward some formal aspects of the language.

#### **Example 2**

Lia : And in the right there is someone write the...the...  
Dian : The book  
Lia : Yes...and someone write the book and well (?) the coffee...  
Dian : Drinking Coffee  
Lia : Yes

Dian completes Lia's utterance and corrects his utterance. But Lia does not seem to repeat the correct one. She only shows that she agrees with the correction. This shows that recasts can help the student learn the correct one, but this does not mean the one

corrected can use it or repeat the utterance correctly, or even remember the correction since he may just rely on his friend's assistance. However, peer correction may also lead to wrong transfer of knowledge as seen in the following excerpt:

### Example 3

Yayuk : and he not see...  
Maulani : don't see!  
Yayuk : Not see in the left way, there is a truck. And what happened to the truck is mystery...

Here Maulani tries to correct what he thinks is wrong, but he still says it incorrectly. Instead of 'he doesn't see,' he says 'he don't see.' However, Yayuk neglects his friend's suggestion. She still says 'not see'...

The phenomenon supports some opinions about the kind of peer correction that can actually lead to fossilization. Storch (2002) has argued that successful transfer of knowledge depends on a number of factors and the knowledge transferred is not always correct. Therefore, the fact that students may transfer knowledge which is not always correct, when they learn from each other in a group, implies that group work is a less ideal basis for instruction (Swain, 2002). Here, the role of teacher may minimize the case through the evaluation in the end of the class or monitoring the students' activity during their interaction in the group.

### c. Vocabulary searching

#### Example 4

Erlando: What the man...*opo yo* (what is it)...in his head?  
Meike : *Iki opo* (what is it )in head?  
Erlando: In...in...*kuwi kok koyok blangkon* (it looks like a *blangkon*)  
Meike : *Kan iki model* helmet (It is a helmet, isn't it)  
Erlando: Oh, helmet...

The discourse above shows that the two students collaborate discussing the right word of what they see in the picture (a helmet). The discussion is in mother tongue but this collaborative dialogue leads them to finally find the English word for that thing. However, a peer may give wrong vocabulary to his/her friend, as seen in the following conversation.

#### Example 5

Seto : I think according to me, we can...*opo yo?* (do what?)  
Tri : *meminjam ki opo?* (what is "meminjam" in English?)  
Seto : Lend. L-E-N-D. we can lend telephone from our friends maybe, our friends...  
Tri : that situation, there is no friend there

Here, Seto and Tri collaborate to complete the utterance. Tri asks Seto the English word for 'meminjam.' Instead of 'borrow' as the correct form, Seto tells him that the English word for it is 'lend.' This also shows that peer assistance may also give incorrect knowledge to the peer.

### d. Encouragement to continue

Students can also support each other to continue his/her utterance/part as seen in the following example.

#### Example 6

Kuslan : And beside him any trees and two children. One boy and one girl and then one older people

Aries : What else?  
 Kuslan : In bicycle just one  
 Aries : Only one, only one...boy or girl?  
 Kuslan : I think it is boy but her...hm...but his hair very long

Aries encourages Kuslan to continue telling what she sees in the picture by asking 'what else' and 'boy or girl.' Kuslan then responds by continuing describing the picture.

#### **e. Negotiating content**

Another interactional move found is negotiating the content. The students discuss the picture before telling the story about what they see in the picture.

#### **Example 7**

Mira : *Iki cuman kepeleset? Tapi kan namanya jatuh? Dia nggak ditabrak loh, tapi dia menabrak*  
 (Mira: he just slip, right? But it is the same as fell down? He was not hit but he hit the truck)  
 Lia : *Iya kan? Collide the truck and fall down to the road*

Mira wants to be sure about what the picture shows before telling the story in English. She asks her friend whether she also has the same perception about the picture. This negotiation facilitates the understanding of the content.

#### **f. Repetition**

Asking for repetition is almost the same as confirmation check in negotiation of meaning but in this case it can happen not because the student wants to be sure of what he or she heard, but because she missed some words.

#### **Example 8**

Tri : A news agent between the travel agent and green...  
 Seto : Can you repeat your phrasing? Repeat again?  
 Tri : News agent between the travel agent and green...

Seto asks Tri to repeat what he said. Tri then repeats what he said. In terms of language learning, this asking for repetition does not generate modification of output since it just repeats what has been said. However this gives assistance in the case that the speaker make his utterance clearer, for example repairing the pronunciation.

#### **g. Repeating utterance**

Sometimes students repeat their utterance in L1 even without their peer asking them to do so. This is likely because they want their utterance to be understood so that it avoids communication breakdown.

#### **Example 9**

Yayuk : And there is people in café, and I think the people in the road is much. Umm...where is the road? *Di mana jalan itu?*  
 Dyah : In front of travel agent, florist and green...green flower..  
 Yayuk : I think in front of the building

Two excerpts above show how Yayuk and Rachmat repeat their utterance to make it clearer or understood by the hearer. This repetition or explanation potentially contributes to the low number of negotiations of meaning beside the limited vocabulary. Seen from language learning perspective, this may help the hearer learn the English from L1 version but this should not be done unless the hearer asks to repeat. This may happen because the students are not sure whether their peer understands what they say or whether their peer understands what is meant by saying that English utterance.

#### ***h. Asking for peer assistance***

What I mean by asking for peer assistance is to ask a peer's help to continue the utterance or to complete the utterance explicitly (other than ask for vocabulary). The following is an example of asking peer assistance found in Task 1:

##### **Example 10**

Dian : And there is a greengrocer.  
Lia : Yes.  
Dian : Buy the vegetable.  
Lia : Yes, vegetable.  
Dian : Yes.  
Lia : And... *opo meneh ki?*  
Dian : And in front of florist shop there...there are many many flowers...and the flower is beautiful. *Trus opo meneh no?*  
Lia : Yes, is the *graden* (?).  
Dian : Yes. The way...the way is motorcycle, bicycle, a bus and...  
Lia : And the car.

The excerpt above shows that Lia asks her friend to help her continue her description. This is responded to by Dian. Dian continues the description, but she also asks Lia to help her continue the description. This asking for assistance functions to move the conversation and build joint construction and completion. This also generates the other speaker's output to complete the speaker's utterance and thus elaborates language production which is good for language learning.

#### ***i. Asking peer to take turn***

To make the conversation flow students sometimes order the sequence of speaking by asking peers to take turns to speak.

##### **Example 11**

Lia : Yes...and someone write the book and well the coffee...  
Dian : Drinking Coffee  
Lia : Yes  
Dian : *Kowe ngomong genten no...*(now, it's your turn to speak)  
Seto : Yes...and someone write the book

Dian asks Seto to take turn to speak. Seto responds to this positively. He then takes his turn to speak. This interactional move assists the other student to make the conversation flows and give an opportunity for the other student to speak and hence, practicing their language.

From the findings above, peer assistance not only supports language performances and indirectly in some forms help students achieve the objective of task but also build a joint construction which enables them to improve their language production or English utterance. If the assistance is responded positively, this potentially creates a language learning opportunity that will improve students' knowledge, or in this case improving their English production. As stated by Foster and Ohta (2005) assistance given and utilized creates a discourse that is a joint performance, something which can be seen as an important precursor of individual production.

From sociocultural perspectives, task is a mediation tool since learning activity in accomplishing task is mediated by social interaction. Task offers ZPD opportunities for students to develop their knowledge and skills while interacting with their peers. If students find problems but still can solve those problems even with their peer's assistance, it can be said that their problems are still not beyond their ZPD and therefore will not make them frustrated. Nevertheless, since learning in ZPD involves assistance either from the expert or peer, it is

necessary to know whether the assistance really helps or whether the assistance leads to positive development that may make students learn new things or improve themselves. Although this research does not aim to distinguish students' proficiency and their contribution, the interaction among students that take place in accomplishing the task will show whether and how students in their ZPD get benefit of peer mediated learning (scaffolded assistance) to their language learning.

The interactional moves provide opportunity for the students to improve their language, for example, through scaffolding including co-construction, recast, asking peers to continue and encouraging peers to continue speaking, and searching vocabulary. This supports Donato (1994); Foster & Ohta (2005), and Swain (2001) who state that interaction will create collaborative dialogue or scaffolding where learners assist one another in reconstructing linguistic forms, rather than engaging in negotiation of meaning caused by a communication breakdown. If students can respond to these moves positively they will potentially develop their skill. In this study, the students' responses of interactional moves are mostly positive. Peer assistance supports them to develop their language production. This means that students can get benefit from the interactional moves in the interaction.

## CONCLUSION

Task enables students to assist one another and they can benefit from the interactional moves in group when doing the task. Teacher and students can make use of peer assistance in promoting language learning. The teacher can optimize the use of task in language learning by promoting the quality of students interaction in the process of accomplishing the task. Students can be trained to do some techniques in interaction and conversation that promote language learning. The proper assistance and proper response will lead to the improvement of students language performance.

## REFERENCES

- Donato, R. (1994). Collective scaffolding in second language learning. In P. Lantolf & G.Appel (Eds.), *Vygotskian approaches to second language research*. Norwood, NJ: Ablex Publishing Corporation.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- Foster, P. & Ohta A. S. (2005). Negotiation for Meaning and Peer Assistance in Second Language Classrooms. *Applied Linguistics*, 26/3: 402-430.
- Hikmat, M. 2013. students' interaction as social mediation for language learning in oral task enactment: a case study in an indonesia university setting
- Lantolf, J. P., & Pavlenko, A. (1995). Sociocultural theory and second language acquisition. *Annual Review of Applied Linguistics*, 15, 108–124.
- Mitchell, R. & Myles, F. (2004). *Second Language Learning Theories*. London: Arnold.
- Nicholas, H., Lightbown, P. M., & Spada, N. (2001). Recasts as feedback to language learners. *Language Learning*, 51, 719-758.
- Ohta, A. S. (1995a). Applying sociocultural theory to an analysis of learner discourse: Learner-learner collaborative interaction in the zone of proximal development. *Issues in Applied Linguistics*, 6:2, 93-121.
- Rogoff, B., & Gardner, W.P. (1984). Adult guidance of cognitive development. In B. Rogoff, & J. Lave (Eds.). *Everyday cognition: Its development in social context* (pp. 134-157). London: Cambridge University Press.
- Samuda, V., & Bygate, M. (2008). *Tasks in second language learning*. New York: Palgrave Macmillan
- Storch, N. (2002). Patterns of interaction in ESL pair work. *Language Learning*, 52(1), 119-158.
- Swain, M. (2000). The output hypothesis and beyond: mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning*. Oxford: Oxford University Press.

- Swain, M. (2001). Examining dialogue: another approach to content specification and to validating inferences drawn from test scores. *Language testing* 18 (3), 275 – 302.
- Swain, M., Brooks, L., Tocalli-Beller, A. (2002). Peer-peer dialogue as a means of second language learning. *Annual Review of Applied Linguistics*, 22, 171–85
- Swain, M. and Lapkin, S. (1998) Interaction and Second Language Learning: Two Adolescent French Immersion Students Working Together. *The Modern Language Journal* 82 (ii), 320-337
- Van Lier, L. (1996). *Interaction in the Language Curriculum: Awareness, Autonomy, and Authenticity*. London: Longman.
- Wells, G. (1998). Using L1 to master L2: A Response to Anton and DiCamilla's "Socio-Cognitive Functions of L1 Collaborative Interaction in the L2 Classroom". *The Canadian Modern Language Review*, 54: 343-53.

# TEXT-BASED IDENTIFICATION AND ONE TO ONE TUTORIAL: ENHANCING STUDENTS' UNDERSTANDING OF ENGLISH DEPENDENT CLAUSES

**Qanitah Masykuroh**

Universitas Muhammadiyah Surakarta

[qanitah.masykuroh@ums.ac.id](mailto:qanitah.masykuroh@ums.ac.id)

## ABSTRACT

*Understanding English clauses is basic for English learners to master English sentence constructions. However, there seems confusion amongst English learners on the English clauses and how to use them in sentences. This paper presents an investigation on how both text-based dependent clauses identification and one to one tutorial can improve students' understanding of English dependent clauses. In this study, 40 texts with dependent clauses identified by 40 students are analysed. Besides, the study also explore one to one tutorial between the students and the lecturer, discussing the text identification. The result shows that, to various extents, the texts contain all kinds of English dependent clauses and the students seem to be able to identify them. Nevertheless, there are types of construction and the various function of noun clause which usually lead the students to incorrect identification of the dependent clauses. These construction comprise 1) 'that clause' with hidden 'that' subordinate conjunction, 2) adverbial clause with subordinate conjunction which looks similar to preposition or coordinate conjunction, 3) noun clause and adjective clauses which have similar forms of subordinate conjunctions to adverbial clause i.e. 'where, when, and why', and 4) adjective clause with preposition. The one-to-one tutorial confirms the difficulties and further, the tutorial enable students to clarify their understanding of the English dependent clauses. The enhancement of the students' understanding is demonstrated by the result of their final assignment on dependent clauses identification.*

**Keywords:** *text-based identification, one to one tutorial, dependent clauses*

## INTRODUCTION

Grammar plays a substantial role to perform communicative tasks in the four language skills i.e. writing, speaking, reading and listening as well as vocabulary (Long and Richards, 1987); it can play a small but important role in students' reading comprehension in particular (Schlesinger, 1968). In addition, reading activities engage students at the text level i.e. a semantically coherent piece of spoken or written discourse (Celce-Murcia, 1988). The teaching of grammar should encompass sentence patterns as rules of language. Ur (1999) states that grammatical rules enable learners to know and apply how the putting together of sentence patterns. Correspondingly, how grammatical units or sentence patterns are correctly used also becomes the focus.

Clauses construction is essential for English learners to express their ideas written or orally. However, in the case of teaching English as a foreign language in Indonesia, the clausal construction seems to be confusion amongst English learners. This is partially due to the structural difference of clauses between English and Bahasa Indonesia. Besides, the complexity of dependent clauses in English also becomes a challenge for the English learners.

The basic requirement for the clause in English is the existence of subject and predicate (Jasperson, 2006: 65). Other grammarians, however; instead of using the term predicate, use the term 'verb' (Azar, 2003; Eastwood, 2002; Gucker, 1966; Steer, 1998; Walker, 2000). Further, the clause in English can be divided into two kinds namely independent clause which constitutes a sentence and dependent clause which constitute a sentence fragment. The dependent clauses is further divided into three types i.e. noun clause, adjective clause and adverbial clause. The dependent clause requires a subordinate conjunction preceding the subject. Those dependent

clauses have primary function, secondary function and tertiary function in a sentence. The noun clause has primary function in a sentence as a subject, an object, a complement, object of preposition or as appositive, whereas adjective clause has secondary function to modify noun, and adverbial clause has tertiary function to modify the sentence.

There are some subordinate conjunctions of the three types of dependent clauses which are similar such as 'that', 'where', 'why' and 'when'. However, the position of the dependent clause in the sentence which implies their function can help to differentiate the clauses.

If we want to teach grammar in a way that will facilitate transfer to our students, we must teach it at the 'text' level (Celce-Murcia, 1998). Moreover, to make sure that students make a match between grammar and discourse there is a need for the text-based grammar exercises and activities in all phases of grammar instruction since reading are text based skills, grammar will transfer only if it is also practiced at the text level. To help the students, learning grammar through text can be used to enable students to apply their grammar knowledge in context. Text-based identification together with one to one tutorial offers student with more chance to clarify what they have done, and to self-correct their work. This is in line with what Schachter (1991) states that indirect feedback can be done by asking a learner for clarification as well as getting students to selfcorrect (Lyster and Ranta, 1997).

Those activities are often difficult to do in a regular classroom interaction because of the time constraint and the students' psychological condition. By having one to one tutorial, the students should feel more confident and more psychologically free to clarify their works, to discuss their difficulties, and to get feedback while the teacher confirm students' understanding.

## METHOD

This qualitative study investigates how both text-based dependent clauses identification and one to one tutorial can improve students' understanding of English dependent clauses. In this study, 40 texts with dependent clauses identified by 40 students are analysed. Having learned about clausal construction in English, students selected the valid texts to identify and did the process of identification individually.

In addition to the text identification, the study also explores one to one tutorial between the students and the lecturer, discussing the text identification. The tutorial aims at confirming the students work, checking the students understanding and finding the students difficulties concerning with dependent clauses. is held in two last meetings. During the meetings, while a student is having a tutorial, the other students are practicing the grammar they have learned by doing some practice.

## FINDINGS AND INTERPRETATION

Totally, there are 777 dependent clauses out of 40 texts. The detailed description of the dependent clauses found in texts is as follow:

Table1. Dependent clauses in the students' texts

No of the students and their texts	Number of dependent clauses in the texts			Wrongly identified dependent clauses		
	Noun Clause	Adjective Clause	Adverbial Clause	Noun Clause	Adjective Clause	Adverbial Clause
S1. Text 1	4	6	2	1	2	1
S2. Text 2	2	3	4	-	-	-
S3. Text 3	6	1	4	-	-	-
S4. Text 4	6	6	10	1	1	2
S5. Text 5	3	3	3	-	1	-
S6. Text 6	5	3	6	1	-	-
S7. Text 7	4	6	5	2	1	-
S8. Text 8	4	2	1	-	-	-
S9. Text 9	3	7	3	-	-	-

S10. Text 10	5	7	6	2	1	-
S11. Text 11	4	8	9	-	-	-
S12. Text 12	9	10	6	-	2	1
S13. Text 13	2	6	7	-	-	-
S14. Text 14	4	8	3	2	1	1
S15. Text 15	2	9	7	-	1	-
S16. Text 16	2	2	5	-	-	-
S17. Text 17	2	3	3			---
S18. Text 18	4	8	8	-	2	2
S19. Text 19	4	7	3	-	1	-
S20. Text 20	6	6	7	-	-	-
S21. Text 21	3	5	3	-	-	-
S22. Text 22	2	3	4	-	-	-
S23. Text 23	5	6	9	2	1	1
S24. Text 24	4	7	7	-	-	1
S25. Text 25	2	4	6	-	1	1
S26. Text 26	4	4	5	-	-	-
S27. Text 27	3	5	7	-	-	1
S28. Text 28	2	4	5	-	-	-
S29. Text 29	3	8	7	-	2	-
S30. Text 30	3	5	6	-	1	-
S31. Text 31	4	6	10	-	-	-
S32. Text 32	3	5	3	-	-	-
S33. Text 33	2	5	4	-	-	-
S34. Text 34	6	8	9	1	2	-
S35. Text 35	2	4	7	-	-	1
S36. Text 36	4	8	5	-	-	-
S37. Text 37	2	3	3	-	-	-
S38. Text 38	5	7	6	1	-	-
S39. Text 39	4	6	4	-	-	-
S.40 Text 40	6	7	10	2	1	-
Total	150	221	222	15 (10%)	21(9.5%)	12(5.4%)

The results of the study show that generally the students are able to identify the dependent clauses in the texts. There are 48 (8.09%) dependent clauses which are incorrectly identified out of 593 dependent clauses in the texts with the highest occurrence on noun clauses, 15 clauses out of 150 clauses or 10%, and the lowest occurrence on adverbial clause, 12 clauses out of 222 clauses or 5.4%.

The results of the students' dependent identification are then discussed in one to one tutorial. In this tutorial, the students' understanding and difficulties are confirmed and further, the tutorial enable students to clarify their understanding of the English dependent clauses.

The students' difficulty in identifying noun clause in the text is mainly caused by the various function of noun clause. This problem is also related to the lack of students' understanding of basic sentence patterns in English. Correspondingly, adverbial clause has more various subordinate conjunctions and its function in the clausal construction is relatively peripheral. Hence, adverbial clause is more easily identified.

Further, the incorrectly identified dependent clauses demonstrate the typical difficulties that the students get in understanding clausal construction in general and the construction of dependent clauses in context. There are four types of construction which usually become the problem for the students when identifying dependent clause in texts.

The first deals with 'that clause' with hidden 'that' subordinate conjunction. The basic construction of dependent clause requires subordinate conjunction preceding the subject of the clause. However, in a particular context in which the subject of the dependent clause is the object of the independent clause, the subordinate conjunction 'that' can be hidden. This invisible subordinate conjunction often results in the students' unawareness of the existence of

the dependent clause. The example of this typical problem can be seen in the following examples:

The mind and the learning it affords, is more than the body. (Text 4)

Overlooking the presence of the comma, the student incorrectly identified the sentence as a sentence which consists of only one independent clause with 'The mind and the learning it affords,' as the subject and 'is more than the body' as the predicate.

After one to one tutorial, the student could correctly identify the presence of adjective clause '(that) it affords' in the sentence.

The Marsden knew they had been lucky in the encounter, yet much to their shame and sadness, they also knew that the bear had not. (Text 23)

There are two noun clauses initiated by subordinate conjunction 'that' in the text above. The noun clause 'they had been lucky in the encounter' was wrongly identified as it has the hidden subordinate conjunction 'that'. The student incorrectly identified it as a part of the independent clause.

The second difficulty relates to adverbial clause with subordinate conjunction which looks similar to preposition or coordinate conjunction. The subordinate conjunctions of this type includes 'because' which is confused with the preposition because of, 'so that' which is confused with coordinate conjunction so, and adverbial coordinate conjunction expressing time such as after, and before which, in different context, can also serve as prepositions, some of which are in the following sentence identification:

Some people agree with the utilization of nuclear energy because of its benefit. Some others, however; disagree because of its risks to environment. (Text 35)

In the text, there are two sentences containing two independent clauses which were incorrectly identified as two sentences with two independent clauses and two adverbial clauses. The student seems to be unaware of the difference between subordinate conjunction 'because' and preposition 'because of'.

Like most people, the philosopher Descartes wasn't satisfied with this conception of learning, so he distinguished between the body and the mind. (Text 18)

The sentence above is a compound sentence containing two independent clauses joined by a coordinating conjunction 'so'. However, the student incorrectly identified the sentence as a complex sentence which consisted of independent clause 'Like most people, the philosopher Descartes wasn't satisfied with this conception of learning' and an adverbial clause 'so he distinguished between the body and the mind'.

The third typical problematic construction is noun clause and adjective clauses which have similar forms of subordinate conjunctions to adverbial clause i.e. 'where, when, and why'. The difficulty in identifying them as the subordinate conjunctions of a noun clause or an adjective clause is demonstrated in the following examples:

Unfortunately, many grunge bands which were so against mainstream rock stardom eventually took the movement back to where it started: underground. (Text 34)

In the sentence, there is a noun clause 'where it started: underground' functioning as an object of preposition 'to' which precedes the dependent clause. Nevertheless, the dependent clause was incorrectly identified as an adverbial clause since the student focused on the existence of subordinate conjunction 'where' which is always regarded expressing adverbial of place.

A research report says that virtual worlds can be important places where children practice what they will do in real life. (Text 29)

The adjective clause in the sentence is 'where children practice what they will do in real life.'. However, it is incorrectly identified as an adverbial clause. The incorrect identification is due to the subordinate conjunction 'where' which is possible to be the subordinate conjunction preceding an noun clause, an adjective clause or an adverbial clause. To distinguish the kinds of the dependent clause preceded by the subordinate conjunction 'where', the student is suggested to check using questions i.e. question 'what' for noun clause, question 'which one or what kind' for adjective clause and question 'where' for adverbial clause. The dependent clause 'where

children practice what they will do in real life' answer the question 'what kind of place?', and therefore; it belongs to adjective clause.

Adjective clause with preposition becomes the last problematic construction in identifying dependent clauses in texts. Students seem overlook the existence of preposition in the texts as seen in the following examples:

Application must be submitted at least eight weeks in advance of the session in which the students wish to enroll. (Text 12)

Taking the recommended precaution of sleeping a hundred yards from where they cooked their food. (Text 7)

In text 12, the student incorrectly left out the preposition 'in' as the part of the adjective clause 'in which the students wish to enroll'. Further, the position of the dependent clause is after a preposition which is similar to the position of a noun clause functioning as an object of preposition. This led to the student's incorrect identification of the adjective clause as a noun clause. Similarly, in text 7, the student left out the preposition 'from' as the part of the adjective clause 'from where they cooked their food' and resulted in the student's incorrect identification of the adjective clause as a noun clause.

The students' texts identification and one to one tutorial is then evaluated in a final assignment by giving the students a text to identify. The text contains five noun clauses, seven adjective clauses and eight adverbial clauses. The result is shown in the following table:

Table2. Incorrectly identified dependent clauses in the final assignment text

Students	Wrongly identified dependent clauses		
	Noun Clause	Adjective Clause	Adverbial Clause
S1	-	-	-
S2	-	-	-
S3	-	-	-
S4	-	-	-
S5	-	AdjC3	-
S6	-	-	-
S7	NC1	AdjC3	-
S8	-	-	-
S9	-	-	-
S10	-	-	-
S11	-	-	-
S12	-	-	-
S13	-	-	-
S14	-	AdjC3	AdvC4
S15	-	-	-
S16	-	-	-
S17	-	-	-
S18	-	-	-
S19	-	-	-
S20	-	-	-
S21	-	-	-
S22	-	-	-
S23	-	-	-
S24	-	-	-
S25	-	-	-
S26	NC1	-	-
S27	-	-	AdvC4
S28	-	-	-
S29	-	-	-

S30	-	-	-
S31	-	-	-
S32	-	-	-
S33	-	-	-
S34	-	-	-
S35	-	-	-
S36	-	-	-
S37	-	-	-
S38	-	-	-
S39	-	-	-
S40	-	-	-

Note: NC-Noun Clause; AdjC-Adjective Clause; AdvC- Adverbial Clause

In the final assignment, there are five students who still incorrectly identified the dependent clauses. Nevertheless, compared to the number of students who did incorrect identification at the first task i.e. 21 students; there is a significant improvement of the students' understanding on the topic. As seen in the table, the seven incorrectly identified dependent clauses are of the three types consisting of two noun clauses, three adjective clauses and two adverbial clauses. Further, from each of the types, there is only one dependent clause which is incorrectly identified. This means that the majority of the students can identify most of the dependent clauses in the text.

This study has demonstrated the effectiveness of text-based identification in combination with one to one tutorial to enhance students' understanding of English dependent clauses. The interactional feedback in one to one tutorial suggests that feedback for students is pivotal and is necessary not only when the students practice oral skills but also in learning grammatical aspects of English.

## CONCLUSION AND SUGGESTION

Utilizing text in teaching grammar gives students chance to apply their grammar knowledge, and to match between grammar and discourse. This, together with one to one tutorial, is a way of providing learners with feedback which the students can use to correct their misapprehensions about some aspect of the language. Further, the technique can help students enhance their understanding on the use of dependent clauses in context.

Additional research about the use of text in teaching various grammar topics is needed. Further research is necessary to provide students with various written grammatical contexts and to identify more variables that cause difficulties for the students. Besides, the insights concerning how particular grammatical construction is used in certain texts are also significant.

To obtain more comprehensive analysis, future research with a larger sample size can be conducted. Further research can be carried out by combining text-based identification with other kinds of feedback provision.

## REFERENCES

- Azar, B.S. 2003. *Fundamental of English Grammar, third edition*. Ney York: Pearson Education Inc.
- Celce-Murcia, M, and Hilles, S, 1988. *Technologies and Resources in Teaching Grammar*. New York: Oxford University Press.
- Eastwood, John (2002) *Oxford Guide to English Grammar*. Ney York: Oxford University Press.
- Gucker, Philip. 1966. *Essential English Grammar*. New York: Dover Publications Inc.
- Jasperson, Otto. 2006. *Essentials of English Grammar*. London: Routledge.
- Lyster , R, and Ranta, L. 1997. Corrective Feedback and Learner Uptake, Negotiation of Form in Communicative Classrooms in *Second Language Acquisition*, 20, 37–66.

- Schachter, J. (1991). Corrective feedback in historical perspective. *Second Language Research*, 7, 80-102.
- Steer, J. 1998. *The Advanced Grammar Book, second edition*. Newbury: Heinle & Heinle Publishers.
- Ur, P. 1999. *Grammar practice activities: A practical guide for teachers, 12th ed*). Cambridge: Cambridge University Press
- Walker, E, Elsworth, S. 2000. *English Grammar Practice for Upper Intermediate*. England: Pearson Education Limited.

# Male and Female EFL Student Teachers' Aesthetic Experiences of Reading and Responding to Literary Works

**Lilies Youlia Friatin**

*Galuh University*

ilies.youlia@yahoo.co.id

**Iskhak Said**

*Galuh University*

iskhak.said@yahoo.com

**Etika Rachmawati**

*Galuh University*

etika.rachmawati@gmail.com

## ABSTRACT

The present study investigates the effects of reader-response-based literature instruction on male and female EFL student teachers' aesthetic experiences in reading and giving responses to literary works assigned. The study is underpinned by Rosenblatt's (2005) reader response theory by which transactional process between readers and text evoke personal reflections such as feelings and critical thoughts individually represented in enjoying and engaging the text. The negotiated response-based classroom practices to foster readers' needs, wants, and interests, included group and classroom discussions, peer-feedbacks, and writing journals. Two intact groups of the third grade of EFL teacher training of a private college in Ciamis, West Java, Indonesia, participated in the study, all of whom took literary criticism subject, and were assigned to critically enjoy fictions. The first intact group ( $N=21$ ) included 5 male and 16 female students and the second one ( $N=18$ ) comprised 5 male and 13 female, respectively. A case study through program evaluation (Cohen et al., 2007) was aimed at uncovering how male and female pre-service teacher trainees reflected their process of aesthetically reading and responding to the text assigned. The data collection included classroom observation, documenting written journals, and administering questionnaires. The patterned 'themes' of reading process and response strategies as reflected in the illuminating data, support the findings. The findings suggest that female subjects of the two groups used more expressive strategies than male did. The study recommends that further studies focus on typical expressions in response strategies of both male and female.

*Key words: reader response theory, transaction, aesthetic experience*

## Introduction

The paradigm shifts in literature teaching pedagogy from text- to reader response-based approach have brought out the arrays of massive discussions of current trends and directions in researches and classroom practices in the English speaking countries (especially in the U.S) as well as other parts of these spheres. The text-based approach is usually associated with New Criticism views that promotes close reading and response-based with Rosenblatt's transactional theory (Azorin, 1995; Many and Wiseman, 1992). In EFL contexts such as Indonesia, the less trending topic of literature pedagogy is subject to the governmental policies, society's literacy developments, and EFL teacher training centers' concerns in introducing literature studies. Yet, the academic policy at the research site of the present study supports literature-based literacy development for its EFL teacher trainees.

The changes of literature pedagogy at the research site have witnessed the classroom practices as done by several English literature instructors (Rachmawati et al., 2015).

Rachmawati's (2015) study on teachers' beliefs in response-based literature teaching as suggested by Rosenblatt (2005) at the research site indicated their typical literature classes that led to the students' free expressions of personal and critical accounts through journaling. Responding to literature, as Kelly (1990) argues can foster reading comprehension, discussion, and writing skills, and promote emotional involvement with and appreciation of literature. Tucker (2000) emphasizes that reader response pedagogy can liberate students through challenging strategies such as writing journals and group discussions. We, teachers as researchers, thus, assume that this academic atmosphere of literature classes potentially offers both the EFL trainers and the trainees of the college to enhance the quality of teaching related to the gender role.

Reader response theory also embraces the issues of male and female readers' stances in reading and responding to texts being read or enjoyed. The tendencies of different strategies in those literacy events have been much discussed in relevant studies. Apart from being stereotyped, females normally tend to be more sensitive to and emotional in approaching to texts being enjoyed than boys do. Kring and Gordon (1998) assert that men and women's different reader response tend to embrace such components as behavioral/expressive, experiential/verbal, and physiological ones. Kring and Gordon (1998) further argues that women are emotionally expressive than men, yet it remains unclear whether men and women differ in other domains of emotional response.

Relevant to the focus of the study, Chi (2009) argues that "Adolescence is also a time when the lives of boys and girls become even more sex-differentiated". Further, Chi's (2009) study suggests that females' responses indicated more empathy with characters than with situations, whereas males responded with empathy more with situations or events; moreover, in enjoying the story, males tended to criticize the characters did in the story, whereas females affectively commented the characters from their feelings. McBride (2009) clarifies that basically boys have different psychological potentials in terms of interests, approaching to problem solving, and multi-intelligences. Different neurological aspects of socialization process in life make boys different from girls in academic attainments. In a sense, those differences bring about pedagogical implications in classroom practices.

Other relevant studies generally indicate similar tendencies. Through analysis of literature circles, Lloyd (2006) suggests that girls prefer to use their feminist lens in responding to films. Hess et al. (2000) argue that women prefer to use more sadness in personally responding to literature than boys do. Al-Mahrooqi and Sultana (2012) also suggest that readers' backgrounds and schemata affect their responses to literary works: "Females share more similarities among themselves than male community".

In classroom literature discussion, Lloyd's (2006) study on male and female students' extent of engagement in literature discussions through literature circles suggesting that males tend to be concerned with heroic masculine storyline, and females tend to focus more on gender and race, related to critical pedagogy. On the basis of Bakhtinian view on *dialogic* classroom interaction (Shirkhani et al., 2015) and Vygotskian socioconstructivism (Donato, 2000), reducing the *monologic* one, reader-response based book clubs leads to readers' freedom in collaboratively expressing ideas by which male and female differently indicate their typical nature in responding and discussing stories. In the process of reading-responding to literature, scaffolding given by the more competent in the social classroom interaction plays an important role. Yet, other studies have indicated insufficient results. For example, Kadir's et al. (2012) study indicates that the subjects (secondary school students with equal gendered classroom) did their efferent reading concerning commenting on characters of the story. Thus, the present study is concerned with how to make it possible by the guiding question: "Can reader response teaching strategies give effects on male and female students' reader responses to literary works assigned?"

## Methodology

Following the qualitative traditions and case studies (Cohen et al. 2007) and program evaluation (Nunan, 1992) the present study took place in an English education program of a private college in Ciamis, West Java, Indonesia involving two intact groups. We, teachers as researchers, collaboratively did our study in an effort of improving the teacher trainees' varied reader response with reference to gender differences. The first group ( $N=21$ , with 5 males and 16 females) and the second one ( $N=18$ , with 5 males and 13 females) were given one semester interventions focusing short stories (in Introduction to Literature subject in the fourth semester in 2015-2016 academic year) by means readers response strategies. The selected classic short stories included "The Necklace", "The Chaser", "The Misery", "The Story of an Hour", "A Jury of Peers", and "A Clean, Well-Lighted Place". Collaboratively designed and implemented, the treatments allowed the trainees to aesthetically read the texts assigned and freely give responses to them. Emerging evidences were drawn from classroom observation, written journal projects, and questionnaires. The typical male and female trainees' ways of responding to story were categorized with reference to their engagement as reflected in their emotions (see Kring and Gordon, 1998). Varied reader response strategies occupied by males and females emerging from written journals were scrutinized on the basis of Beach and Marshall's (1991, p. 28-33) response categories, including *engaging*, *describing*, *conceiving*, *explaining*, *connecting*, *interpreting*, and *judging*. Additionally, the administered questionnaires entailed the trainees' perceptions of experiencing in aesthetic reading.

## **Results and Discussion**

### **Results**

The findings are presented in this paper on the basis of the subjects' aesthetic experience in participating in response-based literature classes from classroom observation, types of reader response strategies occupied as shown in written journals, and the subjects' perception about response-based literature classes reflected in questionnaires. As the evidences indicated, the typical features of the reader response-based classroom allowed the trainees of both groups to more personally engage in the story, as well as to actively participate in classroom dynamics. The male and female trainees' emotional engagement in the story gradually improved as supported by the lecturers' guiding questions and scaffolding strategies. Yet, each group indicated their particular reflections with regard to male and female in-nature-differences.

### **The Case of Group A**

#### *Expressions of Aesthetic experience*

Though still influenced by New Critics' strategies (text-oriented) of plot re-telling/summarizing, most male and female trainees tended to engage in expressing their feelings such sadness, happiness, and curiosity after reading the short stories assigned. Personal and critical comments of each trainee were still given to certain story elements such as its characters and plots. By up-loading their responses on their own blogs, they got "enjoyment" in responding to the short stories. Yet, female trainees got more engaged in doing it as seen in their enthusiasm.

#### *Reader response strategies*

Varied reader response strategies characterized the trainees' written journals. Female trainees mostly took emotional reactions to the stories and male trainees preferred to take critical stances than females. The former embraced such strategies as 'engaging' (such as the use of "I felt sad", "I was curious", "This made me disappointed"), and 'connecting/associating' to their own past experiences. The latter covered such strategies as interpreting and judging the quality of the stories. Yet, the use of describing strategies by both still dominated their responses in their journals.

#### *Perception of experiences in reading*

The male trainees tended to use their strategies of using plot description, arguing why the story was so, and using their knowledge and experiences to evaluate the story. In contrast, the female ones preferred to use their own emotional feelings to respond to the stories. They less frequently used retelling techniques in responding to the stories. Generally, both male and females trainees thought that reader response approach was meaningful for their increasing their interests in reading literary works.

### **The Case of Group B**

#### *Expressions of aesthetic experience*

Both male and female trainees got engaged in the process of reading-discussing-responding to the stories, yet, female trainees' emotions indicated more tensions than their counterparts. Group and class discussions led the females to personally react to the story elements (the characterization, messages, and the quality of the story) by reflecting their own feelings and feminism issues or gender equality (when they enjoyed "The Necklace" for example). To compare with, males tended to be concerned with their evaluative comments to judge the quality of the story.

#### *Reader response strategies*

Compared to males, in their written journals, the females of this group preferred to frequently use their engaging ("I was sad", "I was happy when...", "It reminds me ...", "I felt ...", and the like), and conceiving strategies in responding to the stories. Some females also still used describing strategies to figure out the characters and their characterization. Being more critical, the males tended to more frequently use interpreting of the texts and judging (the quality of the story or messages) strategies in making their responses.

#### *Perception of experiences in reading*

The females of this group acknowledged that they tried to relate their own real life feelings and experiences when reading and responding activities. Moreover, they supported their responses by their own images or expectations. Most of them also claimed that they (only) sometimes retell the plot. To compare with, the males tended to focus more on characters and why the characters acted the way they did. Moreover, most of the males tended to focus on how to retell the story.

### **Discussion**

The present study revealed that reader response pedagogy as illuminated by the principles of Rosenblatt's (2005) Reader Response Theory offers beneficial effects on the readers' psychological growth. The response-based classroom practices enabled the classroom community members to empower themselves in self-regulating in reading-discussing-responding-writing events. Apart from the limitedness in gearing males' total involvements, the alternative literature teaching approach could stimulate readers' eagerness to critically and personally react to the stories assigned. The study, as the previous ones have illustrated, conformed the tendencies of the female readers who generally take emotional stances, which is expressive (for example, Chi, 2009; Hess et al. 2000; Kring and Gordon, 1998). In addition, the male readers tend to be concerned with their own logic in giving responses. Yet, the study also argues that male readers also deserve chances to get more training in aesthetic reading and expressing emotional responses as their nature suggests.

### **Conclusion and Recommendation**

The present study draws that reader response teaching strategies, to some extent, can empower both male and female EFL teacher trainees in responding to literary works. The females indicated their meaningful growths in free expressions. As far as the study is concerned, yet, the males still need improvements in typically reflecting their expressive responses. The

study, thus, recommends further studies focus on socio-cultural aspects of gender-based literature pedagogy that promotes Rosenblatt's Reader Response Theory.

## REFERENCES

- Al-Mahrooqi, R. and Sultana, T. (2012). "Unheard Melodies" from behind the veil: Male and female Omani student responses to translated short stories by Arab women writers. *ELT World Online.com*, 4, 1-23.
- Ainley, M., Hillman, K. and Hidi, S. (2002). Gender and interest processes in response to literary texts: Situational and individual interest. *Learning and Instruction*, 12, 411-428.
- Azorin, M. J. M. (1995). Student response criticism: Any influence in the literatures class? *Links & Letters*, 2, 19-30.
- Beach, R. (2000). Cultural issues: Reading and responding to literature at the level of activity. *JLR*, 32(2), 237-251.
- Beach, R. W. and Marshall, J. D. (1991). *Teaching literature in the secondary school*. San Diego: Harcourt Brace Jovanovich, Publishers.
- Chi, Feng-Meng (2009). Reader stance and a focus on gender differences. *English Language Teaching*, 2(4), 82-90.
- Cohen, L. Manion, L. and Morrison, K. (2007). *Research methods in education* (6<sup>th</sup> edition). London: Routledge.
- Donato, R. (2000). Sociocultural contributions to understanding the foreign and second language classroom. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning*. Oxford: Oxford University Press.
- Greenbaum, V. (1999). Seeing through the lenses of gender: Beyond male/female polarization. *English Journal*, 88(3), 96-99.
- Hess, U. et al. (2000). Emotional expressivity in men and women: Stereotypes and self-perceptions. *Cognition and Emotion*, 14(5), 609-642.
- Jordan, S. and Purves, A. C. (1993). Issues in the responses of students to culturally diverse texts: A preliminary study. *National Research Center on Literature Teaching and Learning*. New York: SUNY.
- Kadir, K. H. A., Maasum, T. N. R. M., and Vengadasamy, V. (2012). The interplay of gender, reading stance, and literary responses in Malaysian ESL literature classroom. *IPEDR*, 72(13), 71-75. DOI: 10.7763/IPEDR.2012 V72.13.
- Kelly, P. R. (1990). Guiding young students' response to literature. *The Reading Teacher*, 464-470.
- Kring, A. M. and Gordon, A. H. (1998). Sex differences in emotion: Expression, experience, and physiology. *Journal of Personality and Social Psychology*, 74(3), 686-703.
- Lloyd, R. M. (2006). Talking books: Gender and the responses of adolescents in literature circles. *English Teaching: Practice and Critiques*, 5(3), 30-58.
- Many, J. E. and Wiseman, D. L. (1992). The effect of teaching approach on the third-grade students' response to literature. *Journal of Reading Behavior*, 24(3), 265-287.
- McBride, B. (2009). *Teaching to gender differences: Boys will be boys and girls will be girls*. UK: Independent Pub Group.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: Cambridge University Press.
- Potter, R. G. (1992). Catching reader responses on the fly. *IASSIST Quarterly*, 11-15.
- Rachmawati, E. (2015). *Reader response strategies for teaching literature: Teachers' beliefs and their classroom practices* (A case study among English lecturers at a private university in West Java). Unpublished Paper. English Language Education, Post Graduate School, Indonesia University of Education.
- Rachmawati, E., Iskhak, and Youlia, L. F. (2015). Student teachers' perspectives of response-based literature instruction. *The 2<sup>nd</sup> TIEALLSAW*, English Education Program, Galuh University.
- Rosenblatt, L. M. (2005). *Making meaning with texts: Selected essays*. Portsmouth, NH: Heinemann.

- Shirkhani, F., Nesari, A. J., and Feilinezhad, N. (2015). Bakhtinian dialogic concept in language learning process. *6<sup>th</sup> World Conference on Psychology Counseling and Guidance*, 14-16 May 2015. Availbale at <http://www.sciencedirect.com> (Procedia: Social and Behavioral Sciences).
- Tucker, L. P. (2000). Liberating students through reader-response pedagogy in the Introductory Literature Course. *TETYC*, 199-206.



International  
Conference  
2016

**ORGANIZING COMMITTEE**

University of PGRI Adi Buana Surabaya,  
Jl. Dukuh Menanggal XII Surabaya, Indonesia  
Email : [teflinunipasby@gmail.com](mailto:teflinunipasby@gmail.com)  
Website : [teflinunipasby.or.id](http://teflinunipasby.or.id)

ISBN 9789798559990



9 789798 559990